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ABSTRACT

This 7-unit curriculum guide presents a factual basis for understanding the global implications of hunger and poverty in developing countries and their effects on political stability and peace, economic and development productivity, and the well-being of families. The philosophy, rationale and objectives of the International Service Association for Health, Inc. are given, followed by a description of development education. The topics of the units are: "Personal Nutrition"; "Facts about Hunger"; "Haiti: A Developing Nation"; "Water, Water Everywhere"; "Follow-Up"; "Resources"; and "Evaluator." Each unit contains a combination of the following elements: readings, pre-test, activities, charts, simulation games, maps, graphs, puzzles, discussion guides, research activities, resource lists, audio-visual guides, post-test, student ratings, and teacher evaluations. (TRS)

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The opinions and philosophies expressed in this curriculum guide are not nocessarily those of INSA. However, for educational purposes INSA feels an obligation to present different attitudes concerning the issues of hunger and poverty.

# Teaching About Developing Nations--

# The Role of Food and Hunger

Compiled by
Ellen Hayes Wright, M.Ed.
and
Patricia S. Harrell, M.L.M.

The development of this manual was made possible through a matching grant from the Agency for International Development (AID) and INSA, The International Service Association for Health, Inc., January 1985.

Development Education Project

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The staff of INSA, The International Service Association for Health, Inc. of Atlanta, Georgia, developed the following materials as a part of our Development Education Project funded by a matching grant from the U.S. Agency for International Development.

For thirteen years, INSA has been working with health and development projects around the world. The following attachment, "WHAT IS INSA?" contains additional information on the organization.

INSA's Development Education Project is a result of a recommendation made by the Presidential Commission on World Hunger to educate Americans about the complexities of hunger. The following PHILOSOPHY and RATIONALE and the discussion of DEVELOPMENT EDUCATION provide additional information on this topic.

The materials in "Teaching about Developing Nations--The Role of Food and Hunger," may be used for individual or class instruction. The activities can be used separately or in combination as an ongoing unit of a week or more. Any of the materials may be reproduced for use in your classrooms.

Two slide presentations are available from INSA for use with your students. There is no charge to you other than the cost of return postage. Your prompt return of the slide presentations affords use to others. The slides may be reproduced for your future use. INSA requests notification of reproduction for our record-keeping purposes. (These slide presentations are described in detail on page 62 of this curriculum guide.).

Your evaluation of the presentation and any suggestions concerning the materials will be greatly appreciated. Student and Teacher evaluation forms are included in this packet of materials.

Thank you for your participation,

Ellen H. Wright

Patricia S. Harrell

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## WHAT IS INSA?

INSA, The INternational Service Association for Health, Inc. of Atlanta, Georgia, USA, is a private non-profit organization established in 1973 under IRS Code 501(c.)(3) with the following primary goals:

- To promote and conduct continuing education programs on international health issues and skills for health personnel practicing in their developing countries.
- To improve and expand international health development through the people who participate in INSA's educational programs.
- To supply forums where health and development personnel from developing countries can interact to 1) broaden their knowledge 2) share knowledge and experiences, and 3) develop constructive plans and actions to improve existing health conditions.

## PHILOSOPHY

Experienced health and development personnel in positions of leadership within their own countries can produce effective change for the improvement of local health. People are a country's greatest natural resource. With education, a person's capacity for imagination, creativity, and productivity increases.

INSA uses the adult learning approach for programs and workshops. INSA believes that adults learn best through active participation in their education based on realistic situations encountered in their lives.

## SUPPORT

The supporting membership of the Association is composed of a solid base of interested donors including individuals, corporations, foundations, civic organizations, and religious groups throughout the United States.

## AFFILIATIONS

Member of: National Council for International Health (NCIH)
(Governing Board Member, NCIH 1983-87)
Registered with: United States Agency for International Development (USAID)

## HISTORY

The Board of Directors of INSA is composed of business and civic leaders, health care specialists, and church leaders from throughout the United States. Since 1973, over 450 participants from 38 developing countries have completed one of INSA's 12-week university-based courses on international health in Atlanta. INSA has trained over 75 community health workers in Haiti and over 75 village health worker trainers in India. INSA has also conducted health and administration workshops overseas for over 850 health professionals. Through the Development Education Program, INSA has presented programs on international health and development issues to 12 schools and six civic/service organizations in the Southeast.

## PROGRAMMING ACTIVITIES

INSA's Current Programs and Workshops Include:

I. ATLANTA - International Health Program in collaboration with Georgia State University. 12-week interdisciplinary Health Administration course and special programs.
- Development Education Project to educate American participants about world hunger, poverty,and development.

II. INDIA - Rural Health and Development Trainers' Program in Bangalore, India, prepares the trainers of village health workers.

III. HAITI - Community Health Worker Training Program at Darbonne, Haiti.

IV. AFRICA, ASIA, LATIN AMERICA, and THE CARIBBEAN - Health, Management, and Community Development Workshops designed and conducted at the request of overseas agencies.

The professional staff of INSA develops continuing education workshops and long-term programs abroad in response to the expressed health education needs of the participants and their agencies. Through INSA, teams of health professionals who have particular content and language expertise are available to conduct one- to three-week in-country workshops or to serve as consultants for existing or planned projects.

Workshop offerings include, but <u>are not limited to</u>, the following topics:

HEALTH PLANNING PRINCIPLES AND PRACTICES
INTERPERSONAL AND GROUP COMMUNICATION PRACTICES
CHILD HEALTH CARE
SUPERVISION AND MANAGEMENT
COMMUNITY HEALTH
TECHNIQUES FOR TEACHING AND LEARNING

INSA designs practical projects based on the national and regional health needs of the country involved. Direct all project requests to INSA's Executive Director.

FOR MORE INFORMATION CONTACT:

Robin C. Davis, R.N.,M.N.
Executive Director

Allen O. Jernigan, D.D.
Director of Development

## PHILOSOPHY

Two major conditions affecting international development are world hunger and poverty. It is the belief of INSA, The International Service Association for Health, Inc. that Americans are affected by this global hunger and poverty. When nations are not successful in dealing with their own endemic problems of hunger, poverty, and the struggle to control resources, political events trigger destructive international conflicts. The United States can intervene indirectly or directly to defuse the conflict, re-establish peace, and restore order to international trade. Disruption in trade produces increases in prices to American consumers. So on a sustained basis, the American public should invest in primary preventive programs--foreign aid and assistance to countries' economic and social development projects in order to increase the health and productivity of these nations' people. In summary, an investment in people is an investment in a more stable, productive world.

## RATIONALE

As a result of this belief, INSA has designed a Development Education Program. This program presents a factual basis for understanding the global implications of hunger and poverty in developing countries. This educational program examines the effects of hunger and poverty on:

(1) political stability and peace
(2) economic and development productivity
(3) the wellbeing of families

The following terms will be used throughout this study guide.

DEFINITIONS:

Develop — To bring, grow, or evolve to a more complete, complex, or desirable state.[1]

Development — The process or result of developing.[2]

Process — A series of actions, changes, or functions that bring bring about a particular result.[3]

[1] The American Heritage Dictionary of the English Language, Dell Publishing Co., Inc., New York, 1981 edition, p. 197
[2] Ibid., p. 197
[3] Ibid., p. 561

## OBJECTIVES

The students will:

- evaluate their own attitudes concerning hunger and poverty...
- understand the basics of good nutrition...
- record and analyze the nutritional content of their own diets...
- participate in a simulation which stresses the interaction of money supply and food acquisition...
- understand the main causes of hunger...
- identify regions of the world where hunger is most acute...
- explain the relationship between poverty and development...
- discuss how development increases the connections among people and nations...
- choose certain activities as a follow-up to the study of personal nutrition, hunger and poverty...
- demonstrate that their actions can make a difference by choosing and carrying out activities related to personal nutrition, hunger and poverty...

## WHAT IS DEVELOPMENT EDUCATION?

Development Education is the task of creating awareness of the development process, and of encouraging active participation in that process. It begins by informing about global interdependence, but moves into offering choices and encouraging involvement. It allows Americans an opportunity to demonstrate that their actions can make a difference.

The activities of development education could be considered as partial answers to the question of, "What are we going to do with huge quantities of information that we have about hunger, poverty and injustice in the world?" Development education is:

- School children purchasing seeds for kitchen gardens in Haiti with the proceeds of an aluminum can recycling project.
- A community association displaying Haitian arts and crafts at a hobby show.
- Government employees observing World Food Day by attending a lecture and discussion on the role of the U.S. in worldwide hunger.
- Haitian and Atlanta students exchanging artwork on nutrition and family life.
- Girl Scouts purchasing dairy goats for INSA's Haitian Goat Improvement Project with proceeds from cookie sales.
- Art classes making arm circumference strips that will indicate malnutrition in children in developing countries.
- Young people working with adults as volunteers at a local soup kitchen.

# Unit One
# Personal Nutrition

UNIT 1 PERSONAL NUTRITION

INTRODUCTION:

This unit introduces the basics of good nutrition and asks the student to evaluate his/her own eating habits. A simulation game challenges the students to plan nutritious meals within a limited budget.

SESSION 1: Activities

1. Administer Pre-test.
2. Read orally: FOOD IS MORE THAN JUST SOMETHING TO EAT.
3. Distribute/assign: HOW TO EAT, by Richard Taylor.
4. Introduce: PERSONAL FOOD SURVEY.
   (Ask students to complete and return next day.)

SESSION 2: Activities

1. Discuss PERSONAL FOOD SURVEY, using questions as a guide.
2. Present National Dairy Council materials:
   A Guide to Good Eating (brochure)
   Recommended Number of Servings.
3. Request students list all foods eaten in the next 24 hours. Record food consumed on Personal Food Inventory pages.
4. Discuss nutrition, malnutrition and nutrients. (Use "How To Eat" and the Dairy Council "Guide to Good Eating".)

SESSIONS 3-4: Activities

1. Introduce and complete RICH MAN POOR MAN simulation.
2. Discuss the activity using suggested questions.
3. Evaluate student reaction to Personal Nutrition Unit through class discussion.

# FOOD IS MORE THAN JUST SOMETHING TO EAT

In this land of plenty millions of Americans aren't eating wisely. Not because they haven't enough to eat, but because they eat too many of the wrong things or too little of the right.

In short: *Food is what you eat, nutrition is how your body uses food.* And if you aren't eating foods to meet your body needs, you may be suffering from poor nutrition. Some of the damages caused by severe malnutrition may be irreversible.

What a young girl eats today may have an effect on the kind of pregnancy she will have years from now.

What a pregnant mother eats may have an effect on her child's growth and development.

What a child eats affects the way he grows and develops.

What a person eats—as an infant, a child, or an adult—can affect the length and quality of his life.

From: U.S. Department of Agriculture
Home and Garden Bulletin No. 216

PRE TEST

NAME_____ GRADE_____

TEACHER_____ DATE_____

1. Are there people in Atlanta who don't have enough food to eat?
   _____yes _____no

2. Do people in the world now grow enough food to feed everyone in the world? _____yes _____no

3. The biggest problem of hunger is getting the food to the people who need it. _____yes _____no

4. How many of the people in the world go to bed hungry each night?
   _____1 out of 25 of us
   _____1 out of 10 of us
   _____1 out of 4 of us

5. Most of the hungry people in the world live in:
   a._____North America b._____Indian Subcontinent
   c._____African continent d._____Europe

6. What is the best way for Americans to help starving people?
   a._____Feed them with extra food we grow.
   b._____Teach them how to grow and distribute their own food.
   c._____Let each country solve its own problem.

7. Most hungry people are: a._____poor and can't buy or grow enough food b._____unable to read and write c._____ the victims of famine or wars

8. Match the following:
   _____ a. chronic undernutrition
   _____ b. malnutrition
   _____ c. famine and starvation
   _____ d. hunger

   1. not appetite; a debilitating, devastating intensely painful human experience

   2. a state in which an individual's diet lacks specific nutrients vital to health and life

   3. widespread lack of access to food

   4. the consumption over a long period of time of fewer calories and less protein than are needed by the human body

9. Label the following statements as true (T) or false (F):

_____ Boys and men usually need more calories than girls and women.

_____ Older people need fewer calories than younger people.

_____ Some experts say that most people should eat less salt because it can lead to high blood pressure and stroke for some people.

_____ The fats you eat come from two sources - animals and plants.

_____ Experts agree that eating too much sugar speeds tooth decay and may add unwanted pounds.

_____ Fats and oil have more than twice the calories, ounce for ounce, as protein, starches or sugars.

10. My past experience with poor and hungry people includes: (Check all answers that are true for you.)

a._____giving money to organizations that help the poor
b._____giving food to feed the hungry
c._____talking about hunger and poverty with a person from another country
d._____I have given my time in service to help the poor and hungry people
e._____I have seen or heard for myself how my work or gifts have helped other people

11. I would like to become personally involved in a project concerned with hunger and poverty. _____yes _____no

12. I believe the best way(s) to help poor and hungry people is(are) to:

_____ give them food or money
_____ give them the tools and supplies to grow their own food
_____ teach them how to help themselves

OTHER COMMENTS:

KEY

PRE TEST

NAME_____ GRADE_____

TEACHER_____ DATE_____

1. Are there people in Atlanta who don't have enough food to eat?
   __x__ yes _____ no

2. Do people in the world now grow enough food to feed everyone in the world? __x__ yes _____ no

3. The biggest problem of hunger is getting the food to the people who need it. __x__ yes _____ no

4. How many of the people in the world go to bed hungry each night?
   _____ 1 out of 25 of us
   _____ 1 out of 10 of us
   __x__ 1 out of 4 of us

5. Most of the hungry people in the world live in:
   a._____ North America b.__x__ Indian Subcontinent
   c._____ African continent d._____ Europe

6. What is the best way for Americans to help starving people?
   a._____ Feed them with extra food we grow.
   b.__x__ Teach them how to grow and distribute their own food.
   c._____ Let each country solve its own problem.

7. Most hungry people are: a.__x__ poor and can't buy or grow enough food b._____ unable to read and write c._____ the victims of famine or wars

8. Match the following:
   __4__ a. chronic undernutrition
   __2__ b. malnutrition
   __3__ c. famine and starvation
   __1__ d. hunger

   1. not appetite; a debilitating, devastating intensely painful human experience

   2. a state in which an individual's diet lacks specific nutrients vital to health and life

   3. widespread lack of access to food

   4. the consumption over a long period of time of fewer calories and less protein than are needed by the human body

KEY

Pre Test

9. Label the following statements as true (T) or false (F):

__T__ Boys and men usually need more calories than girls and women.

__T__ Older people need fewer calories than younger people.

__T__ Some experts say that most people should eat less salt because it can lead to high blood pressure and stroke for some people.

__T__ The fats you eat come from two sources - animals and plants.

__T__ Experts agree that eating too much sugar speeds tooth decay and may add unwanted pounds.

_____ Fats and oil have more than twice the calories, ounce for ounce, as protein, starches or sugars.

10. My past experience with poor and hungry people includes: (Check all answers that are true for you.)

a._____giving money to organizations that help the poor
b._____giving food to feed the hungry
c._____talking about hunger and poverty with a person from another country
d._____I have given my time in service to help the poor and hungry people
e._____I have seen or heard for myself how my work or gifts have helped other people

11. I would like to become personally involved in a project concerned with hunger and poverty. _____yes _____no

12. I believe the best way(s) to help poor and hungry people is(are) to:

_____ give them food or money
__X__ give them the tools and supplies to grow their own food
__X__ teach them how to help themselves

OTHER COMMENTS:

# HOW TO EAT

## by RICHARD TAYLOR

Do you worry about your weight or occasional pimples and wonder how your diet may be affecting these things? It is a simple fact of life that what you do or don't eat can dramatically affect your size and weight, the appearance of your hair and skin, as well as your performance in the classroom and on the playing field. Yet, as I grew up, understanding food was never a priority with me. I just assumed that the American diet is pretty good (aren't we the healthiest people in the world?) and that I could get along fine with "three squares" a day. I certainly never suspected that the way I eat might not only be harming me, but might also be taking food out of the mouths of hungry people.

## What Does Food Do for Us?

At every moment of our lives, several things are going on inside our bodies that require food. One is the production of energy—the energy our brain and muscles need to help us work and play, the energy various parts of our body need to grow, develop and function. Energy has to come from outside our bodies, and it derives from three parts of food—carbohydrates, fats and proteins.

Another crucial activity inside us is the growth and development of cells, those microscopic units that make up all the tissues and organs of the body. As our cells multiply, grow in size, and increase in complexity, they provide the building blocks out of which everything in our body is made. To do this, they need food. Building cells requires the above three ingredients, water and minerals.

A third crucial activity is the production of substances, such as enzymes, antibodies, and hormones, that regulate the body processes. Production of these regulatory substances requires all the above constituents of food, plus vitamins.

Food provides us with "nutrients," that is, the chemical substances the body needs to carry on the above functions. There are 57 known nutrients and they can be divided into the six categories of proteins, carbohydrates, fats, minerals, vitamins, and water.

A few of the nutrients can be used directly by the body, but most must be changed (the scientific word is "metabolized") in order to perform their role. If we could trace each nutrient as we take a bite to eat, we would find it following an incredibly complex pathway until it is used to provide energy, build cells, or help regulate the body. Briefly, the pathway the nutrients follow is ingestion (eating or drinking), digestion (breaking food down, by substances called "enzymes," so it can be absorbed more readily), absorption (taking nutrients from stomach and intestine into the circulatory system), transportation (carrying the nutrients throughout the body), use (turning the nutrients into energy, chemical regulators, or cell-builders), and disposal (getting rid of wastes).

## What's Food Made Of?

**Protein:** Scientists have called protein possibly the most important substance in the organic kingdom. Without it, no life appears possible on earth. In our body, protein makes up the major solid matter of muscles and organs, bones and teeth, skin, nails and hair. Every cell has protein in its make-up and every body fluid (except bile and urine) contains protein.

Protein also makes up antibodies that are used to fight infections. They're the chief part of hemoglobin which, in our red blood cells, carries oxygen to our tissues. Hormones and enzymes, key regulators of bodily functions, are built from protein.

Good sources of protein are eggs, milk, cheese, meat, poultry, fish, nuts, breads, cereals, and legumes like soybeans, peas, and lentils. The units from which proteins are built are called "amino acids." Eight of them are essential for our bodily functions. Some foods (meat, fish, poultry, dairy products) are called "complete proteins," because they have the eight essential amino acids in just the right quantity and proportions. Proteins from plant foods are called "incomplete," because they're deficient in one or more amino acids.

This doesn't mean, though, that vegetarian diets will be lacking in protein. Some plants foods don't have enough of one amino acid, and some have this one but not another. Therefore, it's possible to eat two plant foods at the same meal and have a lack in one made up by a strength in another. Rice and beans, for example, complement each other so that together they provide complete proteins. Also, if a vegetarian eats dairy products along with plant foods (e.g., cereal and milk), he or she will get just as good quality protein as a meat-eater.

**Carbohydrates:** This abundant organic compound is found in all plants, but is almost non-existent in meat. Carbohydrates are made up of sugars, starches and fiber, and are used in the body mostly to provide energy.

Some food sources of carbohydrates are breads, cereals, flour, macaroni, spaghetti, nuts, potatoes, rice, fruits, and sugar.

**Fats:** If you're overweight, you may not appreciate the fact that one function of fats in the body is to provide padding! Fats also give insulation that helps us conserve body heat. One of its main roles is to store energy. When it's used, it gives off twice as many calories of energy as carboydrates or proteins.

Sources of fat are foods like butter, margarine, salad dressing, meat, nuts and dairy products.

**Vitamins:** Occurring in minute portions in food, more than a dozen vitamins have been found to play a crucial role in helping the body obtain energy from food, in maintaining healthy bodily tissues, and contributing to the normal func-

From: Hunger Notes, Vol. 8, No. 7, Feb. 1983. Reprinted for World Food Day

tioning of all organs. They cannot be produced by the body and so must be obtained from the food we eat.

Each vitamin has a specific role to play. If one is lacking, the body will soon react. Not enough vitamin A, for example, will lead to nightblindness; insufficient vitamin C means softening of bones, pain in joints and bleeding under the skin.

Good sources of vitamins are green leafy vegetables (like spinach, broccoli, brussel sprouts), yellow vegetables (carrots, sweet potatoes), whole-grain cereals, liver, milk and eggs, fruits (oranges, grapefruit, lemons).

**Minerals:** Although minerals make up only four percent of our weight, they are part of the structure of every cell in the body. They help to transmit nerve impulses, provide hardness in bones and teeth, and assist in certain biochemical reactions. Calcium and phosphorus are the most abundant minerals in our body, but we also need sufficient amounts of iron, sodium, potassium, iodine, magnesium, and other elements.

You'll get enough calcium and phosphorus in your diet if you drink two to four cups of milk a day. An excellent source of iodine is iodized salt. Iron (which is often deficient in the diets of teen-age girls) can be obtained by eating meat, poultry, eggs, whole-grain breads and cereals, dark-green vegetables, peaches or raisins. You don't need to worry about getting enough of the other minerals so long as you're eating a generally well-balanced diet with enough protein and normal amounts of fruits and vegetables.

**Water:** About 60 percent of our bodies is water. It is present in all the chemical reactions of the body and it's the solvent providing the medium for all body fluids—digestive juices, the lymph system, and, of course, blood, sweat and tears.

A good source of water is, well, ahhh, water! But remember, too, that it's found in most foods. For example, fresh vegetables are 90 percent water, whole milk 87 percent, eggs 74 percent.

## What Does Lack of Food Do?

Malnourishment is one of the major problems of the poor nations of the world. But even in the U.S. there are hungry, malnourished people—ten million of them.

The problem with insufficient food is that the energy needs of the body take first place. If there aren't enough carbohydrates and fats in the diet, the body will turn to protein, taking it from the diet and even from the body's own tissues. It will actually cannibalize itself, eat itself up. Death is the final result.

Disease usually comes before death. Hungry people usually die, not from "starvation," but from the diseases their weakened bodies can't resist. The malnourished child, not getting enough protein, won't achieve her or his full growth and development. And there's growing evidence that the hungry child may suffer irreversible brain damage through lack of protein. Thus, hunger may be creating literally hundreds of millions of mentally retarded people.

## What About the American Diet?

I said earlier that I'd always assumed Americans are the best-fed, healthiest people in the world. Well, maybe not. Compared to other nations, we've dropped from fourth to 13th place in infant mortality rates. There are 17 countries in the world where men can expect to live longer than men living in the U.S.

There's enormous controversy about whether the pesticides that American farmers put on crops or the additives that food processors put into our foods are harmful—maybe cancer-producing—when we eat them. DDT has been found in food far above safe levels. More than 1000 chemicals and other substances are used in food processing to prevent spoilage, add color, enhance flavor, etc. Some of these, after being in use for a while, were found to be dangerous and were banned by the government. But what about others, still in use, whose danger is being questioned by scientists?

The U.S. Department of Agriculture found that from 1955 to 1965, the number of Americans eating "good" diets dropped from 60 percent to 50 percent. One specialist in nutrition links this change to the very large increase in highly processed and nutritionally worthless foods that are being marketed by food manufacturers, whose concern is more with making money than meeting our needs.

Not only do "junk" foods tend to displace nutritious foods from our diet, but their high sugar content contributes to tooth decay. Cavities, which are also related to eating too much candy, are increasing six times faster than the number of dentists that can be trained to treat them. Yet 70 percent of all the TV advertising directed to children is for sweets or snacks.

It's really hard to get factual information on good nutrition. Reliable data competes with glossy magazine ads, slick TV commercials, diet promoters and food faddists. For teenagers, who want to be healthy, attractive, not overweight, this confusion comes at a time when a burst of physical growth requires especially well-balanced amounts of calcium, iron, protein, vitamins A and C, and other nutrients.

## What Can I Do?

You might read a good, inexpensive, easy-to-understand booklet on nutrition like *Scorecard for Better Nutrition*, by the Center for Science in the Public Interest. It gives a simple, numerical score to dozens of foods.

Try eliminating or greatly reducing your intake of soft drinks, candy, processed meats, corn chips, cookies and snack foods in general. Substitute milk, fruit and fruit juice, nuts and seeds, vegetables, meat or other good protein sources like peanut butter, cheese, eggs, lentils and beans.

Urge good nutrition education programs in your school. If food vending machines have been set up at school, work to get them to carry things like milk, fruit, yogurt, cheese, seeds and nuts, rather than candy, soda and corn chips.

Stop skipping breakfast and snacking for lunch. Get cereal, milk and fruit in the morning and eat a well-balanced lunch.

Students take a simple survey of their own eating patterns. Survey can also be performed as a community study

AWARENESS
VALUES
CRITICAL THINKING

Title: PERSONAL FOOD SURVEY

Introduction:

This simple survey is designed to increase student awareness of the many variables that interact to form our eating patterns and habits. In addition, the survey is used to test student perceptions about the eating habits of the people living in their immediate neighborhood. The survey will also supply data for use in other activities and for analysis and evaluation of the group's personal eating habits.

Objectives:

To create a data bank of information about the students' personal eating habits.

To predict the eating habits of the students' neighborhoods and test those predictions by administering and evaluating the survey.

To increase student awareness of the many factors that interact to form an individual's eating habits.

Time: Two class periods--one for instruction, one for evaluation.

Materials: Copies of the Personal Food Survey, for each student (If you do the neighborhood survey, you will need more copies.)

Procedure:

1. Personal Survey
   A. Tell the group that you are handing out a short survey on personal eating habits which will be used as the basis for a discussion of eating patterns in this country. Have each individual answer the survey. This may be done anonymously.
   B. After students have completed the survey, discuss the questions at the end of the survey with the group.
   C. Have the students consider one change in our society that would have an important and/or dramatic effect on their eating patterns. Would they be pleased with the change? If so, how could the change come about?

2. Neighborhood Survey
   A. Have the students fill out the survey the way they think the majority of people in their neighborhood would fill it out. Discuss why the students make the predictions they do. These might be listed on the board.
   B. Have the students orally survey at least 20 people who live in their neighborhood. This can be done on the telephone.
   C. Analyze the results the students obtained.
      1. Were they correct in their predictions? What accounts for this? What accounts for wrong guesses?
      2. In what ways are all the people in the community similar in their food habits? Are there any significant differences?
      3. What did the students find out that they didn't expect? What are some possible explanations for this?
   D. What kinds of decisions would be affected by the information you have gathered? For example: When would be the best time to have a party? Would that interfere with dinner time meals? Would you need to have food at your party? Remember, the data may not help you answer such a question. If not, what data would you need to collect?

Evaluation:

Have students create their own Personal Food Survey, demonstrating that they know of many factors which determine eating habits. The more items the students come up with, the more aware they might be of the variety of factors that affect eating habits. Students might be asked to justify why they included the questions they did on their food survey.

Further Suggestions:

Many companies take surveys to discover the consumer's eating habits, food preferences, or reactions to new products. See if the class can participate in one of these consumer surveys. Locate someone who has given these surveys to explain their purpose to the students. Obtain one of these surveys and have the class try to decide what decisions the people who are giving the survey want to make from the data collected.

ADAPTED FROM: Teaching About Food and Hunger: 33 Activities, Center for Teaching International Relations University of Denver (Colorado Seminary) Denver, Colorado 80208

PERSONAL FOOD SURVEY

1. What are three of your favorite foods? _____

_____

2. How many meals a week do you eat outside of your home?

1 2 3 4 5 6 7 8 9 10 or more

3. Listed below are reasons people give for eating. Place an X next to any reason you feel you have never had to use to eat. Place an O next to the three most frequent reasons you use to explain eating habits. Place a check next to the two reasons you think should be used to justify our eating habits.

_____survival
_____enjoyment
_____oral gratification
_____habit
_____social company
_____business
_____comfort
_____boredom
_____celebration
_____other

4. How often did you eat yesterday? (Count any time you ate something.)

_____not at all
_____once
_____twice
_____three times
_____four times
_____five times
_____six times
_____seven times or more

5. Have you ever been on a diet for a week or more?

Yes_____ No_____

6. Which age group applies to you?

_____ 1 - 10
_____11 - 13
_____14 - 18
_____19 - 25
_____26 - 36
_____37 - 50
_____51 - 60
_____61 - 70
_____71 - 90
_____90 -

Questions:

1. Which of the above reasons for eating could be eliminated or reduced? Which should be eliminated or reduced?

2. Could you cut down on the number of times you eat each day? Do you think you should cut down?

3. How would you explain the choice of your three favorite foods?

4. How did different age groups compare in their eating habits? (You could compile survey results to facilitate discussion of this question.)

5. What are the most popular fast-food restaurants? How often do you eat at an expensive restaurant?

6. Ask the group to list their favorite foods. How many of the foods contain "empty" calories that fill you up but have little nutritional value?

7. How affordable are these favorite foods for families on limited budgets?

8. What holidays and celebrations center around or include food as major parts in the celebration? How could you celebrate without including food and drink?

From: Guide to Good Eating by the National Dairy Council, Rosemont, IL. 60018
This handout is available in a full color small brochure and an accompanying chart and teacher's guide from the council.

Milk Group

Calcium
Riboflavin ($B_2$)
Protein

2 Servings/Adults
4 Servings/Teenagers
3 Servings/Children

Foods made from milk contribute part of the nutrients supplied by a serving of milk.

## Meat Group

Protein
Niacin
Iron
Thiamin ($B_1$)

2 Servings

Dry beans and peas, soy extenders, and nuts combined with animal protein (meat, fish, poultry, eggs, milk, cheese) or grain protein can be substituted for a serving of meat.

## Fruit-Vegetable Group

Vitamins A and C

4 Servings

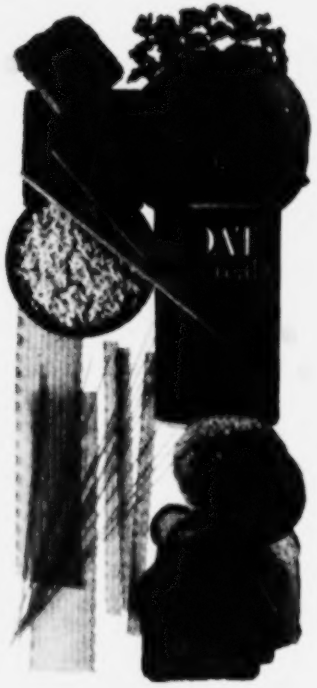
Dark green, leafy, or orange vegetables and fruit are recommended 3 or 4 times weekly for vitamin A. Citrus fruit is recommended daily for vitamin C.

## Grain Group

Carbohydrate
Thiamin ($B_1$)
Iron
Niacin

4 Servings

Whole grain, fortified, or enriched grain products are recommended.



Foods and condiments such as these complement but do not replace foods from the four groups.

Amounts should be determined by individual caloric needs.

## Others

Carbohydrate
Fats

# Guide to Good Eating

A Recommended Daily Pattern

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# Guide to Good Eating...

## A Recommended Daily Pattern

The recommended daily pattern provides the foundation for a nutritious, healthful diet.

The recommended servings from the Four Food Groups for adults supply about 1200 Calories. The chart below gives recommendations for the number and size of servings for several categories of people.

| Food Group | Recommended Number of Servings | | | | |
|---|---|---|---|---|---|
| | Child | Teenager | Adult | Pregnant Woman | Lactating Woman |
| **Milk**<br>1 cup milk, yogurt, OR<br>**Calcium Equivalent:**<br>1½ slices (1½ oz) cheddar cheese*<br>1 cup pudding<br>1¾ cups ice cream<br>2 cups cottage cheese* | 3 | 4 | 2 | 4 | 4 |
| **Meat**<br>2 ounces cooked, lean meat, fish, poultry, OR<br>**Protein Equivalent:**<br>2 eggs<br>2 slices (2 oz) cheddar cheese*<br>½ cup cottage cheese*<br>1 cup dried beans, peas<br>4 tbsp peanut butter | 2 | 2 | 2 | 3 | 2 |
| **Fruit-Vegetable**<br>½ cup cooked or juice<br>1 cup raw<br>Portion commonly served such as a medium-size apple or banana | 4 | 4 | 4 | 4 | 4 |
| **Grain, whole grain, fortified, enriched**<br>1 slice bread<br>1 cup ready-to-eat cereal<br>½ cup cooked cereal, pasta, grits | 4 | 4 | 4 | 4 | 4 |

*Count cheese as serving of milk OR meat, not both simultaneously.

"Others" complement but do not replace foods from the Four Food Groups. Amounts should be determined by individual caloric needs.

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# Nutrients for Health

Nutrients are chemical substances obtained from foods during digestion. They are needed to build and maintain body cells, regulate body processes, and supply energy.

About 50 nutrients, including water, are needed daily for optimum health. If one obtains the proper amount of the 10 "leader" nutrients in the daily diet, the other 40 or so nutrients will likely be consumed in amounts sufficient to meet body needs.

One's diet should include a variety of foods because no single food supplies all the 50 nutrients, and because many nutrients work together.

When a nutrient is added or a nutritional claim is made, nutrition labeling regulations require listing the 10 leader nutrients on food packages. These nutrients appear in the chart below with food sources and some major physiological functions.

| Nutrient | Important Sources of Nutrient | Some major physiological functions | | |
|---|---|---|---|---|
| | | Provide energy. | Build and maintain body cells. | Regulate body processes. |
| **Protein** | Meat, Poultry, Fish<br>Dried Beans and Peas<br>Egg<br>Cheese<br>Milk | Supplies 4 Calories per gram. | Constitutes part of the structure of every cell, such as muscle, blood, and bone; supports growth and maintains healthy body cells. | Constitutes part of enzymes, some hormones and body fluids, and antibodies that increase resistance to infection. |
| **Carbohydrate** | Cereal<br>Potatoes<br>Dried Beans<br>Corn<br>Bread<br>Sugar | Supplies 4 Calories per gram.<br>Major source of energy for central nervous system. | Supplies energy so protein can be used for growth and maintenance of body cells. | Unrefined products supply fiber – complex carbohydrates in fruits, vegetables, and whole grains – for regular elimination.<br>Assists in fat utilization. |
| **Fat** | Shortening, Oil<br>Butter, Margarine<br>Salad Dressing<br>Sausages | Supplies 9 Calories per gram. | Constitutes part of the structure of every cell.<br>Supplies essential fatty acids. | Provides and carries fat-soluble vitamins (A, D, E, and K). |
| **Vitamin A (Retinol)** | Liver<br>Carrots<br>Sweet Potatoes<br>Greens<br>Butter, Margarine | | Assists formation and maintenance of skin and mucous membranes that line body cavities and tracts, such as nasal passages and intestinal tract, thus increasing resistance to infection. | Functions in visual processes and forms visual purple, thus promoting healthy eye tissues and eye adaptation in dim light. |
| **Vitamin C (Ascorbic Acid)** | Broccoli<br>Orange<br>Grapefruit<br>Papaya<br>Mango<br>Strawberries | | Forms cementing substances, such as collagen, that hold body cells together, thus strengthening blood vessels, hastening healing of wounds and bones, and increasing resistance to infection. | Aids utilization of iron. |
| **Thiamin ($B_1$)** | Lean Pork<br>Nuts<br>Fortified Cereal Products | Aids in utilization of energy. | | Functions as part of a coenzyme to promote the utilization of carbohydrate.<br>Promotes normal appetite.<br>Contributes to normal functioning of nervous system. |
| **Riboflavin ($B_2$)** | Liver<br>Milk<br>Yogurt<br>Cottage Cheese | Aids in utilization of energy. | | Functions as part of a coenzyme in the production of energy within body cells.<br>Promotes healthy skin, eyes, and clear vision. |
| **Niacin** | Liver<br>Meat, Poultry, Fish<br>Peanuts<br>Fortified Cereal Products | Aids in utilization of energy. | | Functions as part of a coenzyme in fat synthesis, tissue respiration, and utilization of carbohydrate.<br>Promotes healthy skin, nerves, and digestive tract.<br>Aids digestion and fosters normal appetite. |
| **Calcium** | Milk, Yogurt<br>Cheese<br>Sardines and Salmon with Bones<br>Collard, Kale, Mustard, and Turnip Greens | | Combines with other minerals within a protein framework to give structure and strength to bones and teeth. | Assists in blood clotting.<br>Functions in normal muscle contraction and relaxation, and normal nerve transmission. |
| **Iron** | Enriched Farina<br>Prune Juice<br>Liver<br>Dried Beans and Peas<br>Red Meat | Aids in utilization of energy. | Combines with protein to form hemoglobin, the red substance in blood that carries oxygen to and carbon dioxide from the cells.<br>Prevents nutritional anemia and its accompanying fatigue.<br>Increases resistance to infection. | Functions as part of enzymes involved in tissue respiration. |

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| Food Group | Recommended Number of Servings | | | | |
|---|---|---|---|---|---|
| | Child | Teenager | Adult | Pregnant Woman | Lactating Woman |
| **Milk**<br>1 cup milk, yogurt, OR<br>**Calcium Equivalent:**<br>1½ slices (1½ oz) cheddar cheese*<br>1 cup pudding<br>1¾ cups ice cream<br>2 cups cottage cheese* | 3 | 4 | 2 | 4 | 4 |
| **Meat**<br>2 ounces cooked, lean meat, fish, poultry, OR<br>**Protein Equivalent:**<br>2 eggs<br>2 slices (2 oz) cheddar cheese*<br>½ cup cottage cheese*<br>1 cup dried beans, peas<br>4 tbsp peanut butter | 2 | 2 | 2 | 3 | 2 |
| **Fruit-Vegetable**<br>½ cup cooked or juice<br>1 cup raw<br>Portion commonly served such as a medium-size apple or banana | 4 | 4 | 4 | 4 | 4 |
| **Grain,** whole grain, fortified, enriched<br>1 slice bread<br>1 cup ready-to-eat cereal<br>½ cup cooked cereal, pasta, grits | 4 | 4 | 4 | 4 | 4 |

*Count cheese as serving of milk OR meat, not both simultaneously.

From: Chart to accompany a Guide to Good Eating by the National Dairy Council
Rosemont, IL. 60018

"**Others**" complement but do not replace foods from the Four Food Groups. Amounts should be determined by individual caloric needs.



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PERSONAL FOOD INVENTORY

List each food consumed in one day beneath the time of day it was eaten. Indicate serving sizes in measurements as teaspoons, tablespoons, and cups. Under the food group headings, record the number of servings contributed to the Four Food Groups, such as 1/2, 1 or 2. Since no serving sizes for Others are given, mark an X for foods that fall in the Others catagory.

| Foods Eaten | Amount | Milk | Meat | Fruit-Vegetable | Grain | Other |
|---|---|---|---|---|---|---|
| Example: Milk | 1c | 1 | | | | |
| Breakfast | | | | | | |
| Mid-Morning | | | | | | |
| Lunch | | | | | | |
| Mid-Afternoon | | | | | | |
| Dinner | | | | | | |
| Evening Snack | | | | | | |
| Total Servings | | | | | | |
| Recommended Servings | | | | | | |
| Additional Servings Needed | | | | | | |

FROM: Guide to Good Eating...
National Dairy council
Rosemont, IL 60018

Students participate in a simulation which stresses the interaction of money supply and food acquisition

Values
Awareness
Nutrition
Poverty

Title: Rich Man Poor Man

Introduction:

Families with limited incomes find it increasingly difficult to provide well-balanced, nutritious meals on limited budgets. Advertising encourages consumption of empty foods that are expensive in terms of the nutrition they provide. U.S. government guidelines provide a basis for comparison between poverty level groups and more affluent Americans.

Objectives:

To plan a well-balanced menu for one day for a family of five people including sufficient calories and protein within a specified budget.

To demonstrate the relationship between the amount of money available for food purchase and the nutritional quality, amount and variety of food consumed.

Time: Two class periods

Materials: Students will need:
pencil - scratch paper - menu sheet - calories/protein/prices of selected food items.

Procedure:

1. Divide the class into equal sized family groups. (Not more than 5-6 members each family.)

2. Each family chooses a sealed envelope. Inside are their instructions.
   a. They are to plan three meals for a family of five members. Every meal must be eaten at home.
   b. If they are a poverty family (U.S. government guidelines--poverty--family of five), they will receive $8.50 total to plan their three meals.
   c. If they are a family of five with an annual income of $50,000, they will receive $27.50 to plan their three meals. (Only one group will be given $27.50.)

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d. The three meals must meet the nutrition standards of a minimum: 2,400 Calories
50 grams Protein

e. When three meals have been planned they must also include:
3 servings from the milk group
2 servings from the meat group
4 servings from the fruit-vegetable group
4 servings from the grain group

3. Discussion should follow the completion of the menu planning session.
a. What was most difficult:
staying in budget?
planning enough protein grams?
planning enough calories?
planning enough fruits and vegetables?
b. How did other groups react to "rich" group?
c. What was the major problem for "rich" group?
d. Did any group meet the daily requirements?
(Read menu to group.)

4. Sample menu can be placed on board for students to see. (Sample menu should be done by instructors from the shopping guide used by the students.)

SAMPLE MENU

DAILY REQUIREMENTS: 2400 Calories, 50 grams of protein

| FOOD | CALORIES | PROTEIN | COST |
|---|---|---|---|
| Breakfast: | | | |
| 2 eggs scrambled | 164 | 13.0 | $ .79 |
| 2 pieces toast | 152 | 4.8 | .75 |
| 1 ounces orange juice each | 61 | .9 | .39 |
| Margarine (1 stick) 1 1/2 TBSP | 152 | .9 | .13 |
| | 529 | 19.6 | $2.06 |
| Lunch: | | | |
| Sandwich (2 pieces bread) | 152 | 4.8 | |
| Banana | 100 | 1.3 | .39 |
| Peanut butter (18 oz jar 2 TBSP/person) | 188 | 8.0 | .79 |
| Cake (add 2 eggs) | 137 | 3.0 | .89 |
| Milk (8 oz each | 159 | 8.5 | 1.36 |
| | 736 | 25.6 | $3.43 |
| Dinner: | | | |
| Coleslaw | 124 | .2 | .59 |
| Rice (1 lb .79) 1 cup | 226 | 4.2 | .79 |
| Beans (1 cup each) | 224 | 7.4 | .33 |
| Ham (1 lb. cooked with beans) | 424 | 26.6 | 1.08 |
| Cake (1/12 of a cake) | 137 | 3.0 | |
| | 1135 | 41.4 | $2.79 |
| TOTALS: | 2400 | 86.6 | $8.28 |

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## RICH MAN - POOR MAN MENU SHEET

DAILY REQUIREMENTS: 2400 Calories, 50 grams of protein

| FOOD | CALORIES | PROTEIN | COST |
|---|---|---|---|
| Breakfast: | | | |
| Lunch: | | | |
| Dinner: | | | |
| TOTALS: | | | |

## STATEMENTS FOR ENVELOPES

Today you are to plan three meals for a family of five people. Assume you are to feed them a breakfast, a lunch, and a dinner meal. All of the meals must be eaten in the family home. The total amount of money you will be allowed to spend on food for the three meals is $27.50. This is the annual daily allowance for food figured on an equal daily amount for a family whose annual income is $50,000.00.

$50,000.00 - 365 days x 20% of the total annual budget = $27.50

Today you are to plan three meals for a family of five people. Assume you are to feed them a breakfast, a lunch, and a dinner meal. All of the meals must be eaten in the family home. The total amount of money you will be allowed to spend on food for the three meals is $8.50. This is the annual daily allowance for food, figured on the Federal Poverty Guidelines for a non-farm family of three or more in the United States.

Annual income $9,287.00 - 365 days x 33% of the total annual budget = $8.50 a day for a family of three or more.

Today you are to plan three meals for a family of five people. Assume you are to feed them a breakfast, a lunch, and a dinner meal. All of the meals must be eaten in the family home. The total amount of money you will be allowed to spend on food for the three meals is $8.50. This is the annual daily allowance for food, figured on the Federal Poverty Guidelines for a non-farm family of three or more in the United States.

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Annual income $9,287.00 - 365 days x 33% of the total annual budget = $8.50 a day for a family of three or more.

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# Unit Two
# The Facts About Hunger

UNIT 2 THE FACTS ABOUT HUNGER

INTRODUCTION:

This unit defines the various types of hunger, presents the reasons for hunger and poverty in the world today, and acquaints the student with the location and number of the world's hungry.

SESSION 1: Activities

1. DESCENT INTO HUNGER. Read aloud or have the students read silently DESCENT INTO HUNGER, as an introduction to this unit.

2. Emphasize that all nations have hungry people. Ask for reactions to the reading. Encourage students to share their feelings about how their daily lives and their future adult lives would be affected under similar conditions.

3. WHY IS THERE HUNGER? Begin activity.

Session 2: Activities

1. Complete WHY IS THERE HUNGER?

Session 3: Activities

1. LOCATION OF THE WORLD'S HUNGRY.

# The Descent Into Hunger

## Putting Yourself in Other Shoes

Most people assume that millions in the world go hungry because there is a shortage of food. The 1980 World Bank Report, however, states that the current world output of grain alone could assure every person of more than 3,000 calories and 65 grams of protein every day. Sometimes hunger, starvation, and famine are caused by natural disasters such as drought. But natural disaster as a cause is only a small part; most hunger and starvation is due to poverty and inequality.

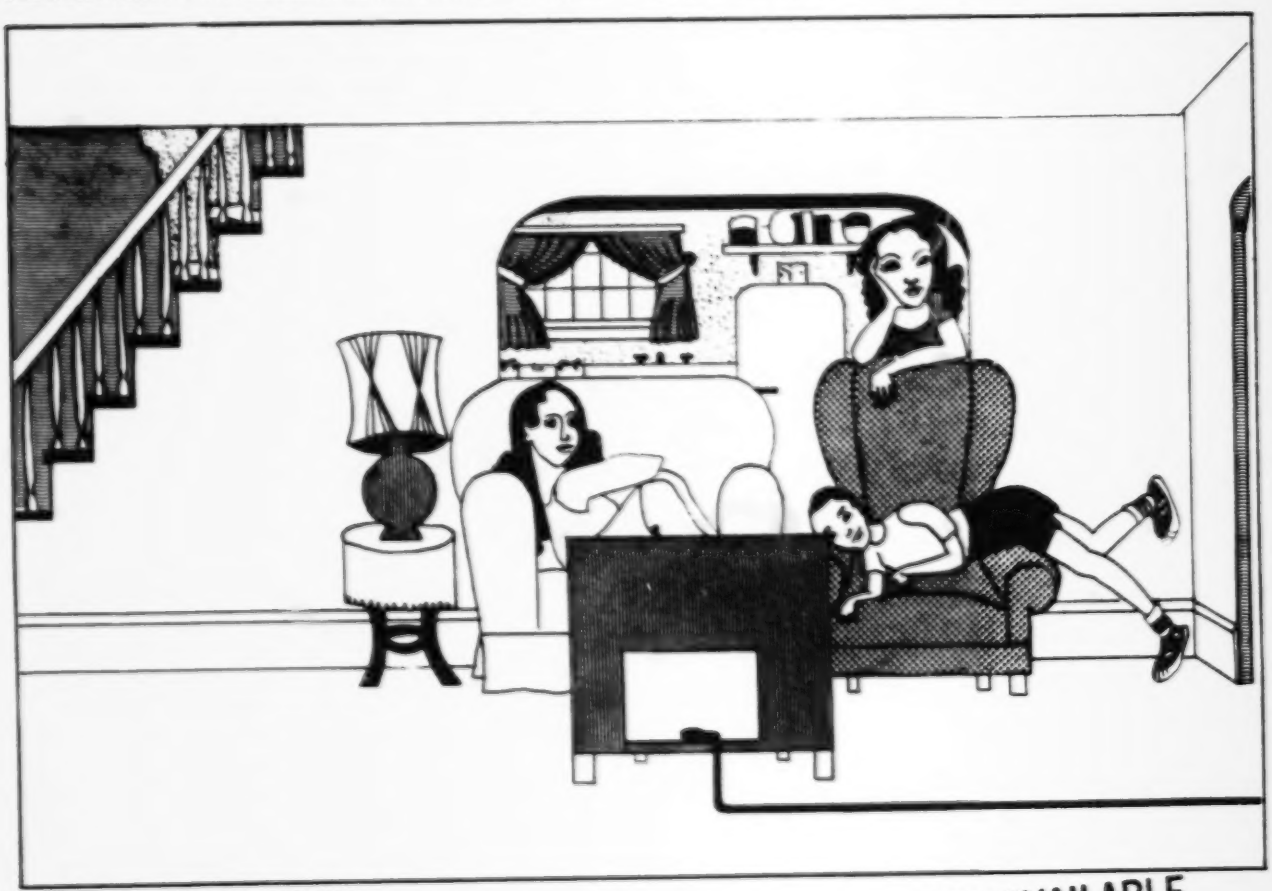
Within all nations there are extremes of wealth and poverty. It is the poor in all nations who suffer daily from hunger or malnutrition. However, poverty is far more widespread in the developing countries than in the developed countries. It is also much worse.

The developing countries are sometimes defined by their per capita incomes, which tend to be very low. Most of these countries are concentrated in Asia, Africa, and Latin America. Three-fourths of the world's population live in developing countries in more than 100 nations, more than 70 of which have received their independence since World War II.

Hundreds of millions of people in these developing countries live on pennies a day. They are hungry most of the time. Without proper nourishment they have little energy and are more susceptible to disease. Their water supply is often polluted. They live in crowded, poorly built houses and have few clothes. They cannot get jobs and have little or no education.

The following reading will give you a better idea of what the life of the poor is like in a developing country.

Imagine a typical American family. They live in a small suburban house on a modest income. How can they be changed into an equally typical family in the developing part of the world?



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Begin by invading the house of our imaginary American family and strip it of its furniture. Everything will have to go. The beds must go. The chairs must go. The tables must go. The television must go. The lamps must go. We will leave the family with a few old blankets, a kitchen table, and maybe a wooden chair. Along with most of the furniture, the clothes must go. Each member of the family may keep his or her oldest suit or dress and a shirt or blouse. We will permit a pair of shoes for the head of the family, but none for the wife or children.

Next move into the kitchen. The appliances have already been taken out. So we turn to the cupboards. The box of matches may stay, as well as a small bag of flour and some sugar and salt. A few moldy potatoes, already in the garbage can, must be hastily retrieved. They will provide much of tomorrow night's meal. We will leave a handful of onions and a dish of dried beans. All the rest must be taken away. This includes the meat, the fresh vegetables, the canned goods, the crackers, and the candy.

By now, we have stripped the house. The bathroom has been taken away. The running water has been shut off. The electric wires have been taken out. Next, we take away the house. The family can move to the tool shed. It is crowded, but still much better than the shacks where people live in Hong Kong. According to a United Nations report about Hong Kong, "It is not uncommon for a family of four or more to live in a bedspace. This means on a bunk bed and the space it occupies, sometimes in two or three tiers, with the only privacy provided by curtains."

But we have only begun. All the other houses in the neighborhood have also been removed. Our suburb has become a shantytown. Still, our family is fortunate to have a shelter. Over 250,000 people in Calcutta have none at all and simply live in the streets. Our family is now about on a par with the city of Cali in Colombia, South America. An official of the World Bank writes about the situation there. "On one hillside alone, the slum population is estimated at 40,000—without water, sanitation, or electric light. And not all the poor of Cali are as fortunate as that. Others have built their shacks near the city on land which lies beneath the flood mark. To these people the immediate environment is the open sewer of the city. When the river rises, the sewage flows through their huts."

And still, we have not yet reduced our American family to the level at which life is lived in the greatest part of the globe.

Communication must go next. There can be no more newspapers, magazines, or books. These won't be missed anyhow. No one can read or write. Instead, one radio will be allowed in our shantytown. In India, the national average of radio ownership is one per 250 people. But since the majority of radios are owned by city dwellers, our allowance is fairly generous.

Now, government services must go. There can be no more postmen or firemen. There is a school but it is three miles away. It consists of two classrooms. It's not crowded since only half the children in the neighborhood attend. There are, of course, no hospitals or doctors nearby. The nearest clinic is ten miles away and is tended by a midwife. It can be reached by bicycle, if the family has one, which is unlikely. Or one can go by bus—not always inside, but there is usually room on top.

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Now, what do we do about money? We will allow our family a cash sum of five dollars. This will prevent our breadwinner from experiencing the tragedy of an Iranian peasant. The peasant went blind because he could not raise the $3.94 which he mistakenly thought he needed to be admitted to a hospital where he could have been cured.

Meanwhile, the head of our family must earn his keep. As a farmer with 1.2 hectares (three acres) to tend, he may raise between one and three hundred dollars worth of crops a year. If he is a tenant farmer, which is more than likely, a third or so of his crop will go to his landlord. Another 10 percent will probably go to the local moneylender. Will there be enough left to eat? Well, almost enough. The human body requires an input of at least 2,000 calories to replace the energy consumed by its living cells. An Indian peasant will average a replacement of no more than 1,700 to 1,900 calories. His or her body, like any machine that runs out of fuel, will run down. That is one reason why life expectancy at birth in India today averages less than forty years.

But the children may help. If they are lucky, they may find work and thus earn some cash to add to the family's income. For example, they may be employed as are children in Hyderabad, Pakistan. They seal the ends of bangles over a small kerosene flame. It is a simple task which can be done at home. The pay, however, is small. You get eight annas or about ten cents for sealing bangles. That is, eight annas per gross of bangles. And what happens if they cannot find work? Well, they can scavenge as do the children in Iran who, in times of hunger, search for undigested oats in the droppings of horses.

And so we have brought our typical American family down to the very bottom of the human scale. It is, however, a bottom in which we can find—give or take a hundred million souls—at least a billion people.

Such an estimate is, of course, a guess. It includes only 300 million of India's population, 50 million of Pakistan's, 50 million Arabs, and 100 million Africans—a large underestimate. From South and Central America it adds in only another 50 million. The remainder of the billion can be made up from China alone. We have kept in reserve the Afghans, Burmese, Indonesians, Koreans, and Vietnamese, nearly 200 million in all. Among these is found some of the worst poverty on the face of the globe. The other billion in these areas are slightly better off, but not much so. A few are comfortable. A handful are rich.

Of course, this is only an impression of the way of life of people in nations that are just beginning to develop. It does not show the quality of life or how it feels to live like this.

All of this may seem shocking to American senses. But it gives one a general idea. It begins to add pictures of reality to the numbers you hear and read. When you are told that half the world's population enjoys a standard of living "less than $100 a year," this gives you a better idea of what that figure means.

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in INTERCOM #102, "Food for all: Teaching against Hunger, 1982.

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Students brainstorm reasons for hunger, and are exposed to various viewpoints regarding the causes of hunger

PERCEPTION
POVERTY
VALUES
CRITICAL THINKING
DECISION MAKING

Title: WHY IS THERE HUNGER?

Introduction:

This activity can serve as an introduction to hunger issues. There are many possible reasons why people are hungry. Moreover, people have different perceptions of those reasons. It is important that students discover, and analyze their own perceptions if they are to critically analyze hunger issues.

In this activity students brainstorm possible explanations for hunger. The reasons they brainstorm are compared to various viewpoints presented in the readings.

To formulate hypotheses about why there is hunger.

To rank order hypotheses by group discussion.

Time: Two class periods

Materials: Pencil and paper for each student
Readings: THE WHAT AND WHERE OF HUNGER, DIGGING TO THE ROOTS OF HUNGER, UNICEF's WORLD, HUNGER IN IN AMERICA: 1984, HUNGER IN THE U.S.?

Procedure:

Session 1

1. Ask the class to break into pairs. Tell them you would like to to see which pair can come up with the largest list of possible answers to the question: "Why is there hunger?" After 10-15 minutes collect one list from each pair and retain for next class session.

2. Distribute readings on the causes of hunger. Explain that they contain various viewpoints. Point out that the selection, "THE WHAT AND WHERE OF HUNGER," addresses the problem of measuring hunger. Have students read this along with DIGGING TO THE ROOTS OF HUNGER, the selection from UNIFEF's WORLD, HUNGER IN AMERICA: 1984, and HUNGER IN THE U.S.? in preparation for session two. (During class or as homework.)

Session 2

1. Return lists to class. Ask the students to add to their original lists from the causes of hunger presented in the assigned readings. Record these on chalkboard.

   Try to divide the list into categories. These could be categories used in the readings, or those suggested by the students.

2. As a class, rank order the list in the following manner:

   a. Place an X next to the two reasons they think explain why MOST hungry people are hungry.
   b. Place an O next to the reason given that best applies to people living in poor countries.
   c. Place a check ( ) next to reasons that individuals could do something about.
   d. Place a plus sign(+) next to reasons which indicate that it is the hungry person's fault for being hungry.

3. Discuss the ratings. Talk about the complexity of the hunger problem and the various viewpoints presented in the readings.

4. Why are the problems of hunger in America different from hunger problems in other countries around the world?

Adapted from: Teaching About Food and Hunger: 33 Activities,
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UNICEF'S WORLD

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# Major Causes of Widespread World Hunger

• **Different Soils and Climates.** Not every country has the same kind of soil and climate. Food can't be grown in many areas because of poor soil or very hot or very cold weather.

• **Population Growth.** Millions of babies are born every day. Feeding the growing world population is a very difficult task.

• **Unsafe Water.** Over one billion people don't have clean water and safe sanitation (bathrooms, places to get cleaned up and to wash clothes). It's easy for these people to catch diseases that are caused by using unsafe water.

• **Insects, Animals, and Waste.** Plant diseases, insects, and rodents ruin crops and leave less food for people. And when crops are harvested or processed (made ready to eat), the parts of the crops not used for food could be used for fertilizer, energy, or animal feed. Instead, most of these useful "leftovers" are just thrown away. Not only is this wasteful: it also causes pollution.

• **Poor Food Production and Distribution.** Lack of modern farming equipment and supplies, poor use of resources (land, water, climate), bad roads, and lack of trucks or other modern vehicles prevent proper growth and distribution of food.

• **Ignorance.** Many people don't understand the connection between good health and eating enough of the right kinds of food.

• **Natural and Man-Made Disasters.** Droughts, floods, pollution, misuse of natural resources, war, and other situations and events all create major food problems.

• **Rising Costs.** For you, rising food and fuel costs may mean macaroni and cheese instead of steak for supper. For kids in poor countries, rising costs mean no supper at all.

• **Guns, Tanks, and Missles.** In one day, the world spends more on weapons and military equipment than UNICEF spends in a whole year to help the poor.

• **Export Crops.** Instead of growing food for their own people, many countries grow crops such as tea or coffee to sell to other countries. Why? Because the poor country's economy often depends on this trade.

## Terms You Should Know

**Nutrition:** the way your body takes in food for growth and for replacing worn or injured tissue.

**Malnutrition:** happens when the body doesn't receive enough of the kind of food necessary for growth and good health.

**Undernutrition:** happens when the body doesn't receive enough of any kind of food.

**Developing World:** about 65 countries in Africa, South and Southeastern Asia, and Latin America having little or no industrialization, very low per capita incomes (amount each person earns per year), and big problems. One-third of all the people in the world live in developing countries, and half of these people live in total poverty. Approximately one billion of them earn less than $150 per year.

## ACTIVITIES

(1) Do some research on nutrition. Report to your group on the different kinds of nutrients, their roles in body functioning, and the effects of their absence from the diet.

(2) Ask a former Peace Corps volunteer or American Field Service exchange student to talk to your group about the diet of the country he/she lived in.

(3) Hold a Feast or Famine Banquet to show the dietary differences between the world's richer and poorer countries. Advertise and get reservations in advance. Prepare a meal of rice and beans for two-thirds of the group; for the other one-third, prepare a full-course meal of meat, potatoes, vegetables, dessert, coffee, or tea. After paying admission, each participant is given a ticket to indicate which meal he/she will be served. For added effect, have the "privileged" one-third sit at attractively-set tables, the other two-thirds on the floor. Collect contributions for UNICEF.

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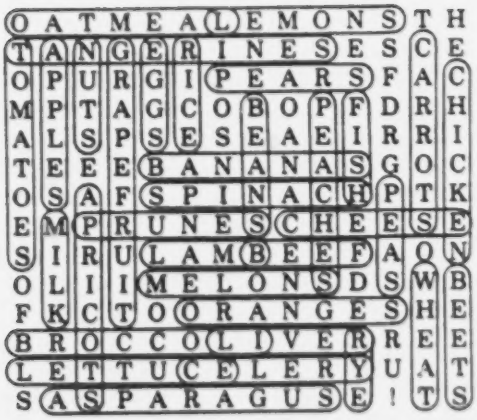


The SECRET MESSAGE: These foods are good for us!

*Fruits*—apples, apricots, bananas, grapefruit, lemons, melons, oranges, peaches, pears, prunes, tangerines.

*Grains*—oatmeal, rice, rye, wheat.

*High Protein Foods*—beef, cheese, chicken, eggs, fish, lamb, liver, milk, nuts.

*Vegetables*—asparagus, beans, beets, broccoli, carrots, celery, lettuce, peas, spinach, tomatoes.



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# World Hunger: An Interlocking Chain

*A lonely Peruvian child looks out over a hot cornfield where her mother works. In the developing world, children usually must accompany their mothers to work, which means the children have no time for school. (UCEF 2284)*

## A Worldwide Killer

Malnutrition happens when people don't eat enough of the right kind of food. And it's a big problem: right now, almost half a billion people are suffering from it. Nearly one of every three children born in the developing world dies before the age of five, and poor health made worse by malnutrition is the major reason for their deaths. These children die from diseases that their bodies—weak from malnutrition—can't fight.

Diphtheria, kwashiorkor, merasmus: these diseases either don't exist or are controllable in the developed world. In the developing world, however, these diseases become killers of children who are deprived of a proper diet and basic medical care.

You've seen pictures of babies suffering from malnutrition. They have swollen bellies, sometimes puffy and sometimes spindly arms and legs, brittle reddish-brown hair, and very sad faces. Even if these babies survive, they may still suffer the effects of malnutrition when they grow up.

For example, their physical and mental growth may be cut short, and they probably will be prone to infectious diseases for the rest of their lives. And at least 250,000 children go blind every year for lack of vitamin A, a nutrient we take for granted when we eat fruits and vegetables.

Hunger and malnutrition are worst among poor people living in rural areas. But as more people move into cities, new problems occur.

All in all, there are a lot of different situations that cause people to go hungry. The one thing they share in common is that left alone, these problems will continue to cause millions of child deaths every year.

The main reason many people don't get enough to eat is that they can't afford to buy food. The other big problem is getting food to people who live in remote villages, usually without modern roads and transportation connecting them to the outside world.

But even when money and distribution problems are overcome, there remain other, sometimes just as difficult, problems to be worked out.

First of all, it's vital that people, especially children, eat the *right kind* of food. Many people in the developing world have to live on cereals and root crops. The problem is that cereals and root crops usually do not contain enough protein to meet the nutritional needs of infants and young children. Here in America and in most developed countries, meat is the main source of protein. But in the developing world, most people are too poor to afford meat.

Tradition, religion, and superstition also play major roles in many people's eating habits. When you try to change people's diets, you often run up against local customs or religious beliefs.

Different people have different taboos (rules that can't ever be broken). In East Africa, for example, only men get protein-rich eggs and chicken because these foods are supposed to be "not good" for children.

Another example comes from the Philippines, where the mulunggay tree—a rich source of protein—grows in practically every back yard. But until the Filipinos became aware of the tree's high food value, few of them cooked its life-giving leaves.

Finally, there's a factor that may be called the "grain connection." Grains such as rice, wheat, and corn are the main source of food for millions of people, so the price of grain determines whether these millions will have anything to eat. Bad weather and insects, for instance, can destroy entire harvests. When this happens, grain prices shoot up and the poor go hungry.

The consumption of meat in the developed world causes hunger in the developing world. The cattle that become the beef we eat need a lot of food to get big and fat. And what kind of food do you think beef cattle like to eat? That's right: grain.

The result of this "grain connection" is that every harvest ruined by insects or bad weather, every mouthful of grain eaten by beef cattle, means less food for the poor. Together with ignorance, tradition, and taboos, the grain problem is a principal underlying factor in world hunger.

*HIDDEN TREASURES and an important SECRET MESSAGE:*

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The names of 34 foods are hidden in this square. Circle the letters in each word you find, as we did with the words "spinach" and "fish." Then, when you have found all the words, list the left-over letters that are not inside any circle and spell out the secret message.

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# The what and where of hunger

The media has raised questions about the accuracy of hunger statistics used by governments and international agencies, often suggesting that the problem is less severe than portrayed in official accounts. In fact, the figures themselves seem contradictory. There are questions of definition as well as degree. International agencies, governments, voluntary organizations and the media use a great many terms—hunger, undernutrition, calorie deficiencies, acute poverty and others—to describe conditions which are obvious in poverty areas, but for which an exact count is impossible.

The Food and Agriculture Organization (FAO) of the United Nations *estimates* that up to 450 million people suffer from severe undernutrition, which is probably the closest technical term for hunger. The World Bank and the U.S. government *estimate* that more than 800 million people are too poor to meet their most basic needs for food, clothing and shelter. Many voluntary organizations cite "one billion people" or "one quarter of all people on earth" living in desperate need. Despite huge discrepancies in these numbers, all of them are close to the truth. They reflect different ways of viewing and measuring human needs.

These estimates for hunger do not take into account harvest fluctuations or refugee emergencies, which account for only a very small percentage of the chronically undernourished. Other factors make an exact measurement difficult: In developing countries hunger may vary by season of the year, between rural and urban populations, between those with more or less land, even between men, women and children. For cultural reasons, women may be the last in the family to eat; children may suffer most when food is short and are the most open to hunger-related disease.

Returning to the FAO estimate of 450 milion undernourished, it's useful to see how stringent this measurement of food adequacy really is. Undernutrition means that the body's energy consumption (in calories) is below the Basic Metabolic Rate (BMR) 1.2. Food intake equal to 1 BMR provides the energy required by a human body *at rest;* that is, with no work or exertion of any kind. So 1.2 BMR is one-fifth more calorie energy than is necessary to sustain life. All work (or play) burns energy at a higher rate. FAO uses this assessment of world hunger measurement because it's the lowest among responsible food agencies and therefore least subject to dispute. However, any reasonably caring person will recognize that the numbers of people in terrible need are actually far higher.

## Where is hunger most serious?

If total world food supplies were distributed equally, there would be enough nutritionally for everyone. According to FAO, global food production averages about 3,000 calories per person per day. However, food is never apportioned equally among nations or among income groups within nations. Huge amounts of grain are fed to animals which supply meat, poultry and dairy products for those who can afford them. Much food--perhaps one-fifth of total production—is lost to spoilage and pests. Up to 90% of the food eaten by the world's poor and undernourished is in the form of cooked and processed grain, mostly rice, wheat and corn.

According to a recent FAO study, roughly one-quarter of the people in developing countries with market economies suffer from some degree of undernourishment. Of 86 countries studied, almost three-fourths of the undernourished are among the poverty-stricken multitudes of South Asia and the Pacific. Africa's proportion is similar (in the drought areas over the past two years much higher), but generally within smaller national populations. India's population of 670 million is larger than the whole of the African continent.

Twelve countries cited by FAO have hunger on a vast scale. With estimates of their undernourished rounded in millions they are: India (201), Indonesia (33), Bangladesh (27), Nigeria (14), Brazil, Ethiopia and Pakistan (12 each), Philippines (10). Afghanistan (pre-war) (6), Burma, Colombia and Thailand (5 each). These 12 countries together are estimated to hold 342 million undernourished.

How much actual food are these people lacking? It's estimated that the total calorie deficiency for 86 countries used in the study is 311 billion kilocalories a year. This amounts to about 37 million tons of wheat.

In theory, then, the calorie equivalent of 37 million tons of wheat could totally eliminate severe undernutrition as measured by FAO almost everywhere in the developing world. Those 37 million tons of wheat would be just 2.4% of the 1981 grain harvest worth $6.6 billion. This is one way to see the dimensions (and the moral dilemma) of hunger. The problem is as much one of organization and food distribution as of actual food production.

*From* Global Assessment of Food *prepared for Community Nutrition Institute for World Food Day, 1982.*

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# Digging to the Roots of Hunger

From: INTERCOM 102, "Food For All Teaching Against Hunger." Published by Global Perspectives in Education, Inc.

## The Causes of Hunger

The causes of hunger are like a global jigsaw puzzle. Various factors interact and overlap to produce the human suffering that results when people lack proper nourishment. Because of this interaction and overlap, there is no single cause or single solution to the problem of hunger.

If we attempted to identify and classify these various interacting factors, we might divide them into the following groups: 1. political, 2. economic, 3. social, 4. scientific/technological, and 5. educational.

Let us briefly examine each of these groups.

### Political

Many people feel that political forces are the main cause of hunger and undernutrition. For example, on a global level there are few institutions established whose goal is to bring about an end to world hunger. Those which do exist lack sufficient power or money for the task at hand. No clear international priority has been established to end hunger nor has any long range planning been done at the international level. A world food bank to maintain reserves of grain has been under discussion by world leaders for years, yet no action has been taken to implement such a program.

Problems exist on a national level as well. Many countries do not place high priority on agricultural development. Other priorities such as military or industrial development are more important than ending hunger. Some countries do not even face the fact that many of their people are undernourished or starving. Even on the local level few politicians recognize the need to end hunger. One reason why hunger and poverty have not been a priority is that the poor and hungry have little or no political voice.

Sometimes governments do decide to take action. Often, however, bad decisions are made. Occasionally, too much is done. One example is over-shipments of food to help the needy. Such an over-shipment could cause a glut on the market. The price of the product would decline. This in turn would decrease the incomes of farmers growing the product and they might be forced to sell their land. Usually, however, governments do too little.

Some countries have taken effective actions. It is inspiring to know that since the end of World War II, 35 nations have eliminated hunger as a major problem within their borders. These successes were accomplished under various political systems and in all parts of the world. Each situation was unique. The only common strand was the commitment of each government to eliminate hunger.

### Economic

Poverty and hunger are intimately and tragically intertwined. Poverty prevents individuals and families from having land on which to grow their own food. It prevents them from buying equipment to improve the productivity of any land they might own. It prevents people from buying food to feed themselves. The debilitating effects of hunger and poverty deprive people of the ability to find the work which would allow them to earn the money they need to improve their lives. This vicious circle of hunger and poverty encompasses hundreds of millions of human beings.

International and local financial decisions regarding trade, credit, investment, and other monetary policies may have a life or death effect on the poor and the hungry. Inability to obtain credit prevents a farmer from improving the land. A substantial drop in farm prices greatly affects a farmer's ability to buy new seeds for next year's crop.

### Social

Different cultures have different attitudes that affect the problem of hunger. Sometimes deep-rooted beliefs appear to hinder attempts to eradicate hunger. For example, in some parts of the world people believe that meat should not be eaten even though meat is readily available as a source of food. In other places, such as the United States, meat is an important food source. Four-fifths of the grain produced in the U.S. is fed to beef cattle to provide this meat. Yet it takes up to ten pounds of grain to produce one pound of meat protein. If only 10% of all the grain that is fed to animals were redistributed as a food source for human consumption, hunger in the world could be eliminated.

Another important social aspect concerns population. Birth control is a hotly debated issue. Strong emotional and personal beliefs are involved. Most people believe that high birth rates are a cause of hunger. It is interesting to note that in the 35 countries which have brought hunger under control since World War II, all have lower birth rates. This might indicate that the high incidence of hunger may cause high birth rates rather than the other way around.

### Scientific/Technological

Although we tend to think of science and technology as providing solutions to the hunger problem, they can also be part of the cause. It is true that science and technology have increased our production capacity, but producing more food will not guarantee that those who need it will get it. In fact, increased productivity may even make small peasant farmers worse off. All too often it is only the wealthy land-



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owners who can afford the expensive farm tools, fertilizers, seeds, and irrigation systems which allow them to increase their productivity dramatically. The increased yields of the large farms result in lower market prices; and lower prices could spell disaster for the small farmers who cannot produce more crops to offset the lower price their crops now get at the market.

**Educational**

Lack of education is also a cause of hunger. Sometimes the foods needed for a balanced diet are available, but people buy other things because their consumer choices are not guided by a sound understanding of nutritional needs. Knowing the many different ways to make a balanced diet is particularly important for the poor, whose choices are sometimes severely limited by what they can afford. There are other ways that a lack of education contributes to hunger. For example, farmers may have the resources necessary to increase their productivity, yet lack the knowledge which would enable them to use the resources most effectively.

One of the greatest obstacles to solving the hunger problem is that not enough people know about the extent or severity of global hunger. Of those that do, many have only a superficial understanding of its causes and consequences. Some people know about the hunger problem but dismiss it as one with no solutions. Very few indeed understand the relationship between hunger and other development issues. And very few realize that the hunger problem is one which we can solve.

## Populations are Growing Rapidly

The combined population of the less developed countries is three billion, compared with one billion in the developed countries. In addition, the populations of less developed countries are growing more than twice as fast as those of developed countries.

Courtesy of the United Nations

There are two reasons why the populations of developing countries are growing so rapidly. First, people are living longer because they are healthier than they used to be. Since the Second World War, modern medicines have been widely used, and public health services have improved. As a result, many diseases that were common in the developing countries—such as malaria and smallpox—are no longer the killers they once were. The second reason why populations are growing rapidly is that people in the developing countries still have large families. Couples once had to have many babies to be sure that some survived. More babies survive now, but couples are still having many babies.

An important aspect of population growth in the developing countries is that the size of urban populations is soaring. Tens of millions of people have moved from rural areas to towns and cities. It is estimated that eighteen cities in developing countries will have populations of more than 10 million in 2000. Examples are Cairo in Egypt; Jakarta in Indonesia; Seoul in Korea; Manila in the Philippines; São Paulo and Rio de Janeiro in Brazil; and Bombay, Calcutta, and Madras in India. Mexico City may have more than 30 million inhabitants by the year 2000.

Rapid population growth makes it difficult to improve living conditions in the developing countries. More people will need more food, which already is in short supply. More people will also need more houses, more jobs, more schools, and more hospitals. There are too few of these things now. But if populations continue to grow rapidly in the developing countries, people will have even fewer of these things in the future. That is why the rate of population growth must be slowed down if living conditions are to improve.

Recent studies show that population growth is indeed beginning to slow down. But even if this trend continues, the world's population will rise to more than 6 billion by 2000 and to 10 or 12 billion by 2100. A century from now, there may be three times as many people as there are today. Almost all of this growth will be in the developing countries.

From The World Bank, *The Developing World*. World Bank Educational Materials: Washington, D.C. 1981. Reprinted by permission.



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# Hunger in America: 1984

**Now, as before, there is no excuse for hunger in America. We may be the only country in the world that has a hunger problem that does not have a food supply problem.**

**by NANCY AMIDEI**

Adapted from "E/SA, Engage/Social Action," Vol. 12, No. 5, May, 1984.

**Hunger in 1984**

By now it is common to see a story in the newspaper or on television describing some aspect of the problem of hunger. That does not mean everyone understands the dimensions of the problem, the toll it takes, or what we might be doing to prevent it; and those individual stories aren't the same as a national study. But they illustrate what the issue means to individual families, and they help make clear just how widespread and varied the problem of hunger has become.

By now, practically everyone but Ed Meese and the President knows that hunger is a serious problem. In February 1984 the Harris polling organization asked a nationwide sample of people whether they thought hunger was a problem in America. Four out of five said yes. Eleven percent of those questioned (a figure that works out to 21,000,000 people if applied nationally) said they knew of someone who had been hungry.

By spring 1984, evidence of hunger is mounting—from government statistics, hospital-based studies, state and local reports, Congressional investigations, the records of emergency food providers, the reports of investigative journalists, and the reports of elected officials at every level of government. Nearly every week yet another study becomes available: this week from a community group in Southern California, last week from a hospital-based study in New York, the week before from a Citizens' Commission on Hunger in New England.

More studies are underway, some conducted by nutritionists and pediatricians engaged in local nutrition surveillance work, others the result of mayors' and governors' task forces, or state health department surveys. Everywhere food bank staff, emergency food providers, community volunteers, and low income people themselves compile hunger statistics and reports.

From the government's own official statistics of people living below or just barely above the poverty line, we know that about 46.5 million Americans are "at risk" of hunger by virtue of low income. Those low-income statistics collected by the government don't tell us precisely how many people are hungry or malnourished, but they give us two vital pieces of information: (1) roughly the size of the group at risk of hunger, and (2) whether that group is growing or diminishing. Since 1978, from the government's own statistics, we know that group has grown dramatically.

From health statistics collected by the federal government we know that about 500,000 pre-school children may be suffering from malnutrition. From a growing body of medical studies we know that two and three times the expected number of children are not growing and developing normally in some parts of the country. Those bare bones facts are just the beginning.

Hunger is appearing in a new form today, one more common to the 1930's than to the 1980's. It is a story of joblessness and desperation that has marked the recession of recent years, a story of frightened, embarrassed senior citizens forced to turn to soup kitchens and emergency food centers just to eat.

Now as before, there is no excuse for hunger in America. We may be the only country in the world that has a hunger problem that does not have a food supply problem. When we read of hunger in Africa or Asia, we know there are good reasons for the problem. Those generally poor countries have a per capita income of a few hundred dollars a year, few protein sources, and nutrient-poor soil. They have hunger in their borders because they do not have enough food or the means to get it to their people.

None of that is true here. We are not a poor country. We have the fattest cows and the plumpest chickens, along with other sources of protein. We have been blessed with the best combination of soil, climate, and productive farmers of any nation on earth. We have thick black soil and plenty of roads to transport food over. We are to the world in terms of food production what the OPEC nations are in terms of oil. We have no excuse for hunger.

Moreover, we know how to end hunger. We have programs of proven effectiveness, like food stamps and WIC and school meals. Unfortunately, we have allowed inaccurate and prejudiced stereotypes about poor people to determine the level of support for food assistance programs that nearly eliminated hunger in the 1970's. They could, if adequately funded, do the job today.

We could, if we were willing, capture some of the $10-$30 billion acknowledged to be lost to waste and mismanagement in military spending, and half of the nearly $5 billion lost to tax deductions for business and entertainment meals. We could, if we were willing, use more of our tax dollars to feed hungry Americans and fewer to subsidize poorly managed military contracts and the business and entertainment meals of people who are already well-paid.



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# Hunger in the U.S.?

Presidential Counselor Edwin Meese III said last month that many people go to soup kitchens "because the food is free and that's easier than paying for it." Mr. Meese also stated that "I've heard a lot of anecdotal stuff, but I haven't heard any authoritative figures" in relation to hungry children.

Food Research and Action Center (FRAC) Director Nancy Amidei responded, "Apparently Mr. Meese does not regard Cook County Hospital, Harvard University, New York City Hospitals or the Massachusetts Department of Public Health 'authoritative.' And he can't have spent any time in soup kitchens or talking with soup kitchen workers if he thinks they are fun places for an easy meal."

☐A recent study conducted by FRAC of people turning to emergency food pantries in fourteen states showed that 62 percent of 1023 people surveyed already get food stamps. But, as a result of budget cuts, 77 percent of those getting food stamps find that they only last through the second or third week of the month. Poor people are in soup lines and emergency food lines because recent policies leave them with no other choice if they want to feed their families.

☐On October 20, 1983, Dr. Victor Sidel, president-elect of the American Public Health Association, reported before the House Agriculture Committee on a recent study of 400 people seeking emergency food in New York. Many of those surveyed were found to be eating less than recommended levels of calories. He attributed their poor diets to lack of income; one-third of the parents surveyed sometimes go without food so their children can eat.

☐Dr. Larry Brown of the Harvard School of Public Health has reported on a study of children coming to Boston City Hospital. He found three times the expected number were not growing and developing adequately. Moreover, he reported that hospitals in the area are admitting increasing numbers of children with a malnourishment-related "failure to thrive."

☐Dr. Agnes Lattimer, president of the Illinois Chapter of the American Academy of Pediatrics, reported on a study which found a 24 percent increase in admissions to Cook County Hospital for malnutrition-related symptoms. In her study also, three times the expected number of children were low on one or more measures of growth and development.

☐In the largest study to date, the Massachusetts Department of Public Health studied 1500 children and found 10 percent to be chronically malnourished, 3 percent to be acutely malnourished.

These studies are admittedly not exhaustive. But there can be little doubt that many are hungry in our country.

In one sense Mr. Meese is correct: there *is* a lack of information. The U.S. General Accounting Office in a recent study concluded, "No accurate assessment has been made of the extent to which Americans are going hungry or are malnourished."

Legislation to establish a system of nutrition monitoring for low income groups drafted and backed by Bread for the World was approved by Congress in 1981. To date only pilot projects have been undertaken.

That is why hearing this White House complaint only heightens the mystery. Our government has enough research money to create a missile that flies half-way around the world and lands within a hundred feet of its target. Why is it that this same government hasn't the foggiest idea how hungry its own people are? And why won't it spend anything to find out?

January 1984

**Sprouts edition**

**SEEDS**
**222 East Lake Drive, Decatur GA 3003**

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Students locate those countries having high rates of hunger using the Infant Mortality Rate (IMR) as a measure.

AWARENESS
PERCEPTION
POVERTY

Title: LOCATION OF THE WORLD'S HUNGRY

INTRODUCTION:

It was not long ago that the question was not whether the world was progressing toward the end of hunger, but whether hunger could be ended at all.

Today there is wide recognition that humanity can, in fact, end hunger. There is a growing consensus among experts that we have the necessary resources, technology and know-how to end hunger on our planet in this century.

We have not yet, however, discovered many guidelines for measuring our progress in ending the persistence of hunger. When the world set out to eradicate small pox, success had clearly been achieved when there were no more cases of the disease. In the work to put a man on the moon, our measurement of success was even more obvious.

But how will we know when we have achieved the end of the persistence of hunger? How will we know that we are on the right track?

Experts around the world agree that one of the best tools available for measuring the extent of hunger in a society is the Infant Mortality Rate (IMR). The IMR is the number of infants who die before their first birthday per one thousand live births in a given year. It can range widely from country to country. For example, in Sweden, where hunger has ended, the IMR is 7; while in Upper Volta, where hunger is widespread the IMR is 210.

When a country has brought its IMR to a level of 50 or below, many authorities would say that hunger as a basic, society-wide issue has ended. (Amoung those agreeing on this standard are the World Health Organization, UNICEF and the Overseas Development Council.)

This is not to say that no one goes hungry in countries with low IMRs. Pockets of hunger exist in the United States, for example, where the IMR is 11. Still, as an issue affecting the lives of the vast majority of the people, hunger has ended in countries with IMRs of 50 or below.

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Introduction: con't

These countries are, for the most part, countries that the world considers "developed." They are to be found in North America, Europe and parts of Asia and Latin America. No country on the continent of Africa has yet achieved an IMR of 50 or below.

All of these countries brought their IMRs to 50 or below using a combination of measures that improved nutrition and were complemented with basic preventive health measures such as immunization programs and clean water supplies.

It is important to note that there is no single, prescribed way to achieve the end of the persistence of hunger in a society. Some countries placed emphasis on land reform; others had a greater focus on food subsidies. Some collectivized agriculture; others placed their emphasis on privately owned "family farms." For every action that was important to one country in ending hunger, there was another country that ended hunger without it.

More than half the world's population now lives in countries that have ended the persistence of hunger. The achievement of these first 73 countries points the way and provides a foundation for the end of the persistence of hunger everywhere. It will take commitment, determination and hard work. But by the example of the countries that have already ended hunger, we can know our ability to end hunger in every country of the world by the end of this century.

Introduction adapted from "A Shift in the Wind," No. 17.

Objectives:

To interpret data from a graph, and transfer it to a map.

To acquaint students with IMR (Infant Mortality Rate) as a measure of hunger. To propose solutions to the problem of malnutrition in children.

Time: One class period

Materials: Map, IMR graph, HUNGER OUTLINE*, GLOSSARY*, HIDDEN HUNGER (Student and teacher editions).

Procedure: (1) Explain the use of the IMR as a measure of hunger. Refer students to HUNGER OUTLINE, Part I, Section D, "How is hunger measured?" and introduction above.

(2) Using the map and the IMR graph, ask students to color in those countries unlikely to reach an IMR of 50 by the year 2000.

This could also be done on a large wall map as the students mark their individual maps.

(3) Where are the majority of the hungry nations located? What pattern do you see in this North/South distribution?

The graph and map offer one way of perceiving the extent of hunger. What limitations does this method have?

OPTIONAL (For more advanced students:)

Discuss the effect of maternal education on infant mortality in Latin America. Do you think this would hold true throughout the world?

Distribute the handout on HIDDEN HUNGER. What do you think could be done to reduce malnutrition in children?

*NOTE: These materials will form the basis for the Quiz Bowl Game contained in the Evaluation/Follow Up section and should be retained by the students.

## The World

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INSA World Hunger and Poverty Education Project
Hunger Outline

## I. FACTS ABOUT HUNGER

### A. WHAT IS HUNGER?

1. Hunger is not appetite; it is a debilitating, devastating, intensely painful human experience.
   a. work productively
   b. think clearly
   c. resist disease

3. Hunger in a society:
   a. destroys culture and family structure
   b. drains the economy
   c. creates divisions and antagonisms among people
   d. makes governments unstable

### B. TYPES OF HUNGER

1. Chronic Undernutrition
   a. Definition: Chronic undernutrition is the consumption, over a long period of time, of fewer calories and less protein than are needed by the body.
   b. Chronic undernutrition is the most basic and widespread manifestation of hunger today, and the least recognized.
   c. The effects are particularly severe in children and infants. They often die of diseases that would be thrown off quickly by a healthy, well-nourished body. For example, in Latin America, undernutrition is the primary cause or a major contributing factor in as many as 75 percent of the deaths of children aged one to four.

2. Malnutrition
   a. Definition: Malnutrition is a state in which an individual's diet lacks specific nutrients--vitamins and minerals--vital to health and life.
   b. The lack of vitamin A causes blindness in 200,000 children each year. Vitamin A tablets costing only a few cents could prevent this.

3. Famine
Famine is a widespread lack of access to food, caused when drought, flood or war disrupts the availability of food in a society of chronically undernourished people that does not have the institutional capacity to compensate for the crisis. During a famine, there may be food available in an area of the country affected, but the people who are hungry are too poor to afford it.

4. Starvation
Starvation is a state of advanced undernutrition resulting in wasting of body tissue and ultimately death.

C. HOW MANY OF US ARE HUNGRY?

1. As many as one billion of us are undernourished. For many reasons, we do not know precisely how many. Choosing the most common estimate of 500 Million as a point of reference, this means that 1 out of every 8 people in the world is hungry.

2. Each year, 13 to 18 million of us die as a result of hunger of hunger and starvation. That is, 35,000 of us every day; 24 every minute, 18 of whom are children.

3. No other disaster compares to the devastation of hunger
   a. More people have died of hunger in the past five years than have been killed in all the wars, revolutions and murders in the past 150 years.
   b. The human devastation caused by hunger is equivalent to a Hiroshima bomb being dropped on our planet, and killing 125,000 people, every three days.

D. HOW IS HUNGER MEASURED?

1. We need to measure hunger in societies or countries so that we can see where hunger persists and where it is ending.
2. The most accepted standard for determining the extent of hunger throughout an entire country is the Infant Mortality rate (IMR).
3. The IMR is the number of deaths of infants under one year of age per 1,000 live births in a given year.
4. When a country has an IMR of 50 or less it is meeting the basic needs of its people, including adequate nutrition.
5. With few exceptions, countries will not reach an IMR of 50 without achieving self-sufficiency in their ability to produce or buy food and without achieving fairness in food distribution.
6. A low IMR does not mean that there are no hungry people in the country.

E. WHERE ARE THE HUNGRY?

1. Considering only those continents with countries which have populations over one million, hunger persists in:
   a. East and Southeast Asia
   b. Indian Subcontinent
   c. Middle East
   d. Africa
   e. Latin America and the Caribbean

2. The Indian Subcontinent suffers nearly one-half of the world's hunger. Africa and the rest of Asia, together, have approximately 40 percent. The remaining areas of severe hunger are located in Latin America and other parts of the world.

3. If hunger were ended in just the following five countries, we would eliminate nearly half of the world's total hunger:

| | COUNTRY | TOTAL POPULATION (MILLIONS) | INFANT MORTALITY RATE (IMR) |
|---|---|---|---|
| 1 | INDIA | 713.8 | 123 |
| 2 | BANGLADESH | 93.3 | 136 |
| 3 | NIGERIA | 82.3 | 135 |
| 4 | PAKISTAN | 93.0 | 126 |
| 5 | INDONESIA | 151.2 | 93 |

4. If hunger were eliminated in India alone, that would end as much as one-third of the world's hunger.

F. WHO ARE THE HUNGRY?

1. Three-quarters of the hungry people live and work in rural areas. Many are landless laborers or tenant farmers who do not own their land. If they own their land, it is a small plot and they do not have the necessary access to credit and technical support to be productive.

2. The remaining one-quarter of them live mostly in urban slums, ghettos and shanty towns.

3. Rural or urban, the condition shared by all of them is poverty. It is a condition that defeats any effort of these one billion people to escape the seemingly hopeless circumstances.

4. Despite the fact that circumstances look so hopeless, hundreds of millions of people only since World War II not only have survived but also have risen above their circumstances and ended hunger in their lives.

5. Hungry people are hard-working, innovative and cooperative. They are the one billion people who most want to end hunger and are doing the most work to end it.

## II. ASSUMPTIONS AND BELIEFS ABOUT HUNGER

### A. TOO MANY PEOPLE

1. Current world population: 4.6 billion

2. If there were just 100 of us in the world, the distribution of people likely would be:

| REGION | NUMBER |
|---|---|
| Africa | 11 |
| Southwest Asia | 2 |
| Middle South Asia | 21 |
| Southeast Asia | 8 |
| East Asia | 26 |
| North America | 6 |
| Latin America | 8 |
| Europe | 11 |
| U.S.S.R. | 6 |
| Oceania | 1 |

3. For the first time in recent history, the rate of population growth is going down.

4. There is no single or simple cause for the drop in population growth rates. Among the many effective interventions are:
   lower infant mortality
   better nutrition
   family planning
   rights for women
   education
   medical care
   more food for at-risk women and children

5. Current United Nations medium estimate for world population in the year 2000: six billion.

### B. NOT ENOUGH FOOD

1. The world produces a huge amount of food:
   a. 1981 brought 3,400 million metric tons of food (grains, fruits, vegetables, meat, dairy products and seafood).
   b. The total amount of 1983 grain produced in the world (1,505 million metric tons) would form a tube one foot in diameter that could encircle the earth 663 times.

2. Our current food production could feed 7 billion people. Even with the projected population in the year 2000 of six billion, our planet can provide enough food for all of us.

3. In the past quarter-century, food production on the planet has doubled. During this same time, food production increased faster than population growth: 2.8 percent as against 2.0 percent.

C. REDISTRIBUTION IS THE ANSWER

1. Redistribution of 40 million tons of grain, less than three percent of the world's grain production, to those most in need would end the most severe hunger everywhere.

2. However, redistribution of the food that exists is not the answer to ending hunger.
   a. The hungry people are scattered about the world in 2,000,000 rural villages. It would be a logistical nightmare to try to end hunger by redistributing food.
   b. Food aid shipments often seriously disrupt the recipient country's agricultural system.
   c. Hungry people want to be able to grow their own food to eat or to make enough money so that they can buy the food they need. This is self-sufficiency.

3. Emergency food aid may be necessary for awhile, but we'll know we have a permanent solution when emergency redistribution of food is no longer needed.

D. NO SOLUTIONS

1. In this century, people <u>have</u> ended hunger in 39 countries just since 1960

2. For the first countries that ended hunger, it took a long time. Now it seems to be happening faster.

3. People have ended hunger under many:
   a. different climates
   b. different political ideologies
   c. different economic systems
   d. different population densities
   e. different agricultural techniques

<u>SPECIFIC EXAMPLES OF THE DIVERSITY</u>

<u>EMPHASIZING AGRICULTURE</u>
--South Korea

<u>NOT AGRICULTURE</u>
--Hong Kong

<u>COMMUNIST</u>
--Soviet Union

<u>LIBERAL DEMOCRACY</u>
--Costa Rica

<u>RIGHT-WING DICTATORSHIP</u>
--Chile

<u>WITH GOVERNMENT SUPPORT</u>
--Japan

<u>WITHOUT GOVERNMENT SUPPORT</u>
--Spain

<u>COLLECTIVE FARM</u>
--China

<u>FAMILY FARM</u>
--Taiwan

<u>WITH LARGE AID FLOWS</u>
--Israel

<u>WITHOUT LARGE AID FLOWS</u>
--Yugoslavia

<u>BECOMING RICH</u>
--Kuwait

<u>STAYING POOR</u>
--Sri Lanka

4. There is no one way to end hunger. There are many solutions.

5. People can use their resources and abilities in a manner appropriate to their circumstances and conditions, and hunger can end. The end of hunger is available to everyone and every nation.

E. WE CAN'T AFFORD IT

1. UNICEF estimates that all the children who died from undernutrition last year could have lived with just $100-worth of support each. Using this estimate, we can say that such deaths could be prevented for a total of about $1.2 billion per year.

2. The World Food Council estimates that food consumption of the world's hungry people could be raised to an adequate level with an annual investment of $4 billion per year for 15 years.

3. Compared to the Gross Planetary Product--the amount of goods and services produced on our planet every year--$25 billion is a trivial sum:

   a. Gross Planetary Product: $10.5 trillion

   b. $25 billion is one-fourth of one percent of this amount--less than one day's worth

4. $25 billion is:

   a. less than four days of the United States Gross National Product
   b. 17 day's worth of the annual world military expenditures
   c. less than half the amount of money United States consumers annually spend on tobacco and alcohol
   d. less than $6 per person per year in the world
   e. $11 per person in the non-hungry world per year

F. HUNGER IS NOT INEVITABLE

1. Hunger persists not because of any physical or economic limit.

2. Not too many years ago, the world's experts felt that hunger could never be eradicated. Now, they are in agreement that hunger can be ended by the turn of the century.

3. Since the dawn of history, hunger has been considered an inevitable part of the human experience. Now we possess the agricultural and technical resources to end hunger and starvation once and for all, forever.

4. A profound shift in thinking has taken place. In recent years, numerous studies by international commissions have reached a startling consensus:

a. "Each major cause of hunger could be averted or overcome if the human community were to act cooperatively and decisively.

> "Conversely, the persistence of hunger reflects a lack of sufficient political will to eliminate its causes....If decisions and actions well within the capability of nations and people working together were implemented, it would be possible to eliminate the worst aspects of hunger and malnutrition by the year 2000."
>
> --Presidential Commission on World Hunger, 1980

b. "Mankind has never before had such ample technical and financial resources for coping with hunger and poverty. The immense task can be tackled once the necessary collective will is mobilized. What is necessary can be done, and must be done."
--Brandt Commission, 1980

c. "Hunger is man's oldest enemy. There is now the scientific knowledge and the institutional arrangement which makes it possible to overcome hunger, not only within the United States but throughout the world. This can be done within the lifetime of people now living, if there is the political will to do so."
--The Heritage Foundation

d. "Persistent and widespread manifestations of hunger are entirely incompatible with the level of development attained by the world economy and, in particular, with existing food production capacity. Within as brief a period as possible, hunger must be eradicated."
--concluding statement of the Cancun Summit, Mexico, October 1981

e. "We must refute the false idea of reality that accepts as inevitable what is in fact a result of present politics; in other words, of organized chaos.

"Each and every one of us must support measures to save the living.

"If only people are told what is happening, then the world's dark future, which now seems to threaten everyone in it, may be changed.

"But only if we take action.

"Now is the time to act, now is the time to create, now is the time for us to live in a way that will give life to others."

--52 Nobel Laureates in "The Manifesto Against Hunger", 1981

III. WHAT WILL I DO?

1. The missing ingredient to having hunger end is the will and commitment to get the job done. Only individuals can generate this will and commitment.

2. How do you create and mobilize the commitment to have hunger ended? First and foremost, people need to be informed that:

   a. Hunger exists.

   b. It doesn't need to.

   c. You can make the difference.

3. Without you, hunger persists. With you, miracles can happen.

--Adapted from the Ending Hunger Briefing
The Hunger Project--

7/84
EHC:cp

INSA WORLD HUNGER AND POVERTY EDUCATION PROJECT

GLOSSARY

I Descriptive Terms:

| | |
|---|---|
| Appropriate Technology | Tools and techniques appropriate to simple, inexpensive, labor-intensive enterprise. Usually built from locally available materials. |
| Basic Human Needs | A strategy for focusing development aid on programs which deal most closely with the poorest people. Such programs include village clinics, land reform, primary and craft schools, etc. |
| Bilateral Aid | Assistance given from one country to another. |
| Green Revolution | The increase in farm production brought about by introducing high-yield varieties of plants. |
| Multilateral Aid | Assistance coordinated among many nations and distributed from an internationally-funded organization. |
| Non-governmental Organization (NGO) | Another term for Private Voluntary Organization (PVO). |
| Oral rehydration therapy (ORT) | The replacement of fluid and electrolytes by mouth as a treatment for dehydration from a variety of causes-primarily diarrhea. |
| Private Voluntary Organization (PVO) | An agency that is not part of the government and is engaged in service work. Examples: CARE, Church World Service, Oxfam, Save the Children. |
| Self-Help | Philosophy of educating people to help themselves. |

II Key Indicators:

| | |
|---|---|
| Balance of Trade | Difference between exports and imports. |
| Birth Rate (BR) | Number of births per 1,000 population. |
| Death Rate (DR) | Number of deaths per 1,000 population. |
| Gross National Product (GNP) | The total value of all goods and services produced by a country in one year. |
| Growth Rate | Percent by which population increases annually. |

| | |
|---|---|
| Infant Mortality Rate | Number of deaths before age 1 per 1,000 live births. |
| Life Expectancy (LE) | The age a child born this year can be expected to live if conditions remain constant |
| Literacy Rate (LIT) | Percent of adult population able to read. |
| Per Capita GNP | The averge GNP for each individual in a country. |

III Divisions in the World:

| | |
|---|---|
| Developed Country | A country with an effective centralized government. These countries have an organized system to trade their products, goods and services with other countries. |
| Developing Country | A country beginning to establish an effective centralized government so it can trade products, goods and services with other countries. |
| Developed/Developing Countries | The distinction between those nations which are industrialized and generally wealthy and those nations which are not. |
| East/West | Those split in alliance between nations allied with USSR/USA. |
| Less Developed Country (LDC) | Same as Developing Country. |
| Low Income Countries | Nations with per capita GNP under $350. |
| Middle Income Countries | Nations with per capita GNP $350-1,500. |
| North/South | Developed/Developing; with the recognition that the two groups fall North/South of a fairly clear global line. |

IV International Agencies and Programs:

| | |
|---|---|
| <u>International Financial Institutions</u> | |
| International Monetary Fund (IMF) | Provides loans to all nations, with very strict economic conditions. |
| International Bank for Reconstruction and Development (IBRD) | Known as <u>the World Bank</u>, this is the largest bank devoted to making loans to the developing countries. |

| | |
|---|---|
| International Fund for Agricultural Development (IFAD) | Created in 1976 after the Rome World Food Conference to specifically support agricultural projects. |
| Inter-American Development Bank (IADB) | A regional development bank, with counterparts in the Asian Development Bank and the African Development Bank. |

United Nations

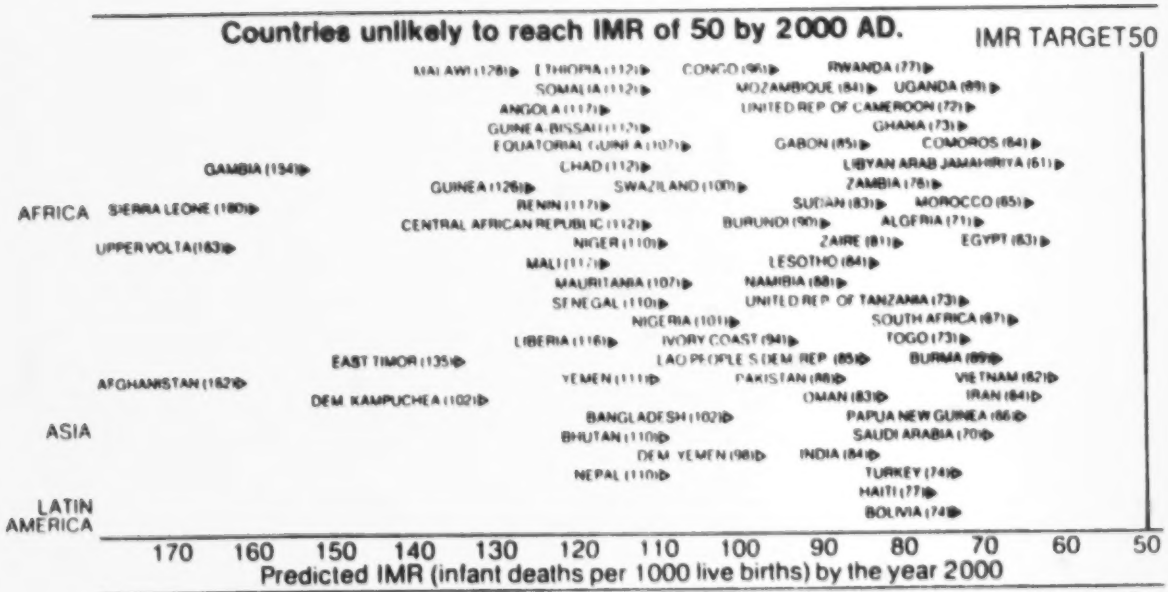
| | |
|---|---|
| Food and Agriculture Organization (FAO) | Performs research, monitoring, consulting. |
| United Nations Childrens Fund (UNICEF) | Focuses on nutrition and health programs as well as emergency disaster |
| United Nations Development Program (UNDP) | Coordinates 22 specialized agencies in providing technical advice. |
| World Food Council (WFC) | Coordinates and follows up the work of the World Food Conference. |
| World Health Organization (WHO) | Part of the United Nations; focuses on nutritional programs and medical responses. |

V Bilateral Aid Arrangements:

| | |
|---|---|
| Agency for International Development (AID) | Coordinates all U.S. bilateral aid. |
| Organization of Petroleum Exporting Countries (OPEC) | Founded in 1960 to advance the interest of the member countries in trade, development and relations among the oil producers. Includes Algeria, Ecuador, Gabon, Indonesia, Iran, Iraq, Kuwait,Libya, Nigeria, Qatar, Saudi Arabia,United Arab Emirates and Venezuela. |
| PL480 | The U.S. "Food for Peace" law. Provides food aid by grants, low interest sales, or transfers through PVOs. |
| United States Department of Agriculture (USDA) | Administers the Food Stamp program, and works with AID to administer PL480. |

IMR GRAPH

**The Infant Mortality Rate (IMR) is the number of deaths of infants under the age of one per thousand live births in a given year.**




In 1980 the General Assembly of the United Nations adopted the target that infant mortality rates should be reduced to 50 per 1000 or less in all countries by the year 2000. On present trends, the 62 nations above will all have infant mortality rates of over 60 per 1000 by the end of the century and are therefore highly unlikely to achieve the target. The position of each country indicates its expected year 2000 infant mortality rate, based on present trends.

*Source: United Nations, Infant Mortality: World Estimates and Projections, 1950-2025.*

## Maternal education and infant mortality

| COUNTRY | None | 1-3 | 4-6 | 7-9 | 10 plus |
|---|---|---|---|---|---|
| | YEARS OF SCHOOLING | | | | |
| PARAGUAY 1972 | 104 | 80 | 61 | 45 | 27 |
| COSTA RICA 1973 | 125 | 98 | 70 | 51 | 33 |
| COLOMBIA 1973 | 126 | 95 | 63 | 42 | 32 |
| CHILE 1970 | 131 | 108 | 92 | 66 | 46 |
| DOMINICAN REP. 1975 | 172 | 130 | 106 | 81 | 54 |
| ECUADOR 1974 | 176 | 134 | 101 | 61 | 46 |
| EL SALVADOR 1971 | 158 | 142 | 111 | 58 | 30 |
| BOLIVIA 1975 | 245 | 209 | 176 | 110 | |

*Source: S.H. Preston, Mortality Morbidity and Development. Paper presented at the seminar on Population and Development in the ECWA Region, 20 September 1978.*

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unicef

HIDDEN HUNGER

From: NGO Forum
March 1983
An NGO/UNICEF
Newsletter

**Malnutrition kills more children than any war, earthquake, flood or other dramatic disaster ever did. It is children's most vicious enemy, stalking them daily, and secretly.**

**Photos of gaunt children suffering from famine arouse our horror and compassion, but falsify the main problem and conceal its magnitude—because most malnutrition is invisible.**

**Hunger that is hidden is still lethal. A child's first reaction to inadequate food is reduction of energy in regard to both study and play, and both are essential to a child's development.**

**The apathy and reduced activity of a malnourished child reduces interaction with the environment, depriving the child of stimulating experiences and learning opportunities. Undernourished children fall far behind their contemporaries in language development and other skills, even if they do not become visibly ill ... or dead.**

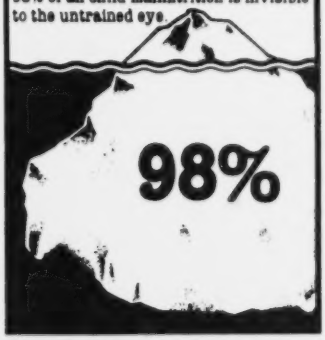
**What is particularly ghastly about this relentless slaughterer is that its victims are increasing yearly. If present trends continue, the United Nations Food and Agricultural Organization (FAO) estimates that by the year 2000 there will be an increase in the numbers of seriously malnourished to more than 600 million.**

# HIDDEN HUNGER

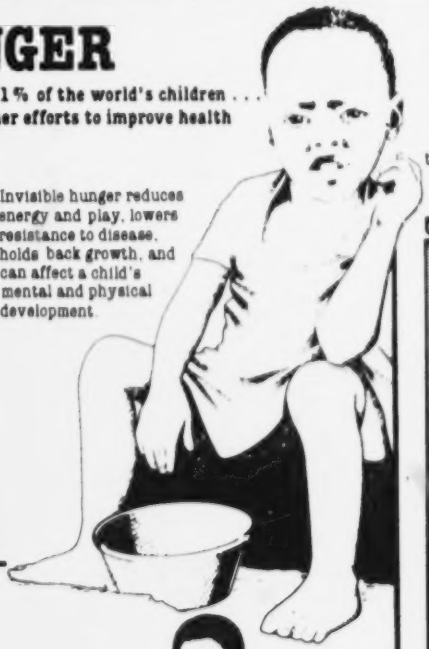
**"Visible malnutrition affects less than 1% of the world's children ... but hidden hunger can still blunt all other efforts to improve health and education" — (UNICEF).**

## ICEBERG HUNGER

98% of all child malnutrition is invisible to the untrained eye.

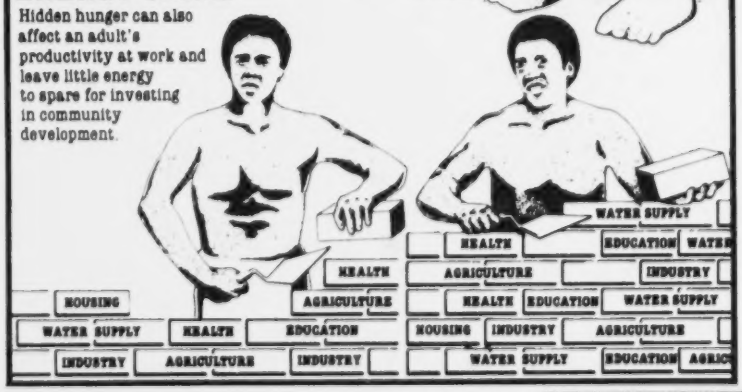



Invisible hunger reduces energy and play, lowers resistance to disease, holds back growth, and can affect a child's mental and physical development.



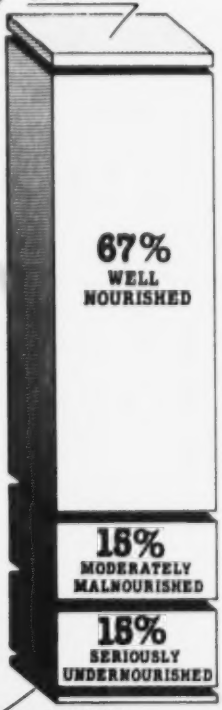
## ENERGY CRISIS

Hidden hunger can also affect an adult's productivity at work and leave little energy to spare for investing in community development.



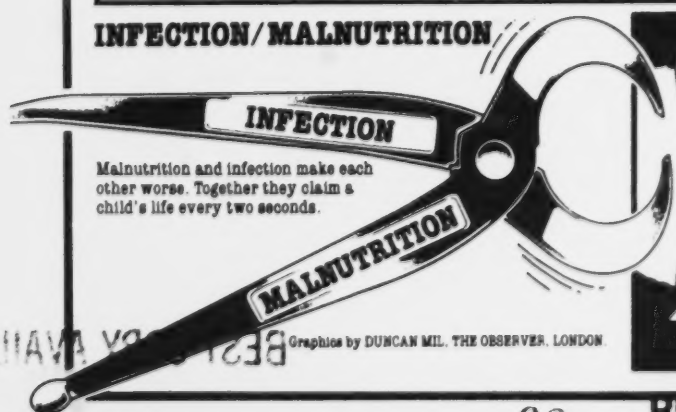

## AT A GLANCE

A visual guide to the nutritional status of the world's young children.




Approx figures
(ALL FIGURES EXCLUDE CHINA)

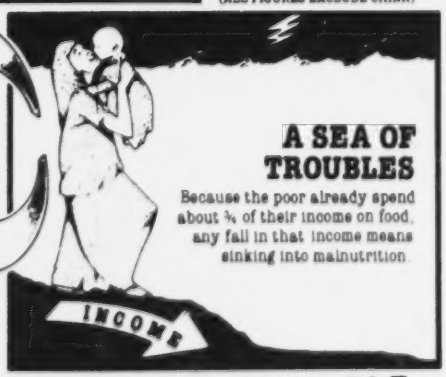
## INFECTION/MALNUTRITION




Malnutrition and infection make each other worse. Together they claim a child's life every two seconds.

## A SEA OF TROUBLES

Because the poor already spend about ¾ of their income on food, any fall in that income means sinking into malnutrition.




Graphics by DUNCAN MIL, THE OBSERVER, LONDON

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## The real energy crisis

# Invisible malnutrition

**If the world's political leaders were to stroll together through a village in the developing world they would only recognise about 2 per cent of the child malnutrition all around them, says this year's 'State of the World's Children' report from the Executive Director of UNICEF, James Grant.**
**So invisible is the problem of child malnutrition, says the report, that in the majority of cases not even the child's mother can see that there is anything wrong.**

Despite the well-known image of the starving baby–an image which is too often used to represent the developing world–visible and obvious malnutrition is rare. Invisible malnutrition, on the other hand, touches the lives of approximately one-quarter of the developing world's children. It quietly steals away their energy, it slowly lowers their resistance to disease; it gently holds back their growth.

The main reason for the invisibility of malnutrition is that the child's first reaction to the lack of food–to the lack of energy intake–is to reduce energy output. And by conserving health and growth at the expense of activity, the child can maintain a normal appearance.

Detailed studies in Uganda, for example, have shown that even children who are regularly eating only three-quarters as much food as they actually need can still maintain weight and growth by 'cutting out discretionary activity'. But even as the child sits 'resting' in the shade for hours on end, invisible malnutrition is taking its toll.

As is now widely known, 'discretionary activity', including play and an active involvement with life going on all around, is essential to a child's normal development. "The apathy and reduced activity of the malnourished child," says Allan Berg, Senior Nutrition Advisor to the World Bank, "deprives him of stimulating experiences and learning opportunities which may never come again."

More specifically, one study in Mexico has shown that by the age of three, a group of malnourished children were already one year behind their well-nourished contemporaries in language development.

### Diluting immunity

'Invisible malnutrition' also dilutes the body's natural immunity and lowers the child's resistance to disease. And without clean water, hygienic sanitation, or health education, infection usually needs no second bidding.

A talk with the mother of a typical three-year-old in a community of the developing world, would reveal that in its short life the child had suffered perhaps 6 to 16 bouts of diarrhoea, 7 or 8 infections of the upper respiratory tract, 2 or 3 attacks of bronchitis, as well as measles and conjunctivitis and maybe – depending on the exact location of the village – an attack of malaria or meningitis.

The detailed health record of 45 such three-year-olds, studied in the villages of Central America, showed an average, for each child, of one illness every three weeks.

It is this mutually reinforcing relationship between invisible malnutrition and infection which is responsible for the majority of the 40,000 deaths every day among the developing world's infants and children. Together, they act like the jaws of pincers, each gaining leverage from the other around the common fulcrum of poverty, to cut through the vulnerable years of childhood.

So important is this relationship that in probably half of all cases, child malnutrition is precipitated not by the lack of food itself but by infection–especially diarrhoeal infection–which depresses the appetite and causes food to pass too quickly through the gastro-intestinal tract to be efficiently absorbed.

That is why a child can sometimes be malnourished when there is food in the household and adequately nourished brothers and sisters are playing outside. More usually, it is the interaction between malnutrition and infection which does the damage.

Studies in Guatemala, for example, have shown that even a moderately malnourished child is three times more likely to contract a diarrhoeal infection than a child who is well fed.

### Reducing activity

Just as a child defends health and body weight by cutting down on 'discretionary activity' at the expense of individual development, so a malnourished adult can react to malnutrition by reducing his or her activity at the expense of economic and community development. Most of the food eaten by an adult has to be used for the 24 hour-a-day maintenance of the body's basic metabolism. So even a small shortage of food can have a significant effect on activity.

Similarly, specific dietary deficiencies can also reduce energy. In one World Bank study in Indonesia, for example, agricultural workers suffering from the 'invisible malnutrition' of anaemia were found to be 20 per cent less productive than their non-anaemic co-workers. As a result of producing less they earned less, as a result of earning less they ate less....

The effects of such moderate malnutrition can be felt in the community as well as in the field or factory. If the level of food intake is not sufficient for 'discretionary activity' then the investment of energy in the development of the community is reduced to a minimum. Attending adult literacy classes, or fencing a new vegetable garden, or participating in a village water supply scheme–investments of energy in the improvement of family and community life–all fall firmly into the category of discretionary activity which is the first to fall to 'moderate malnutrition'.

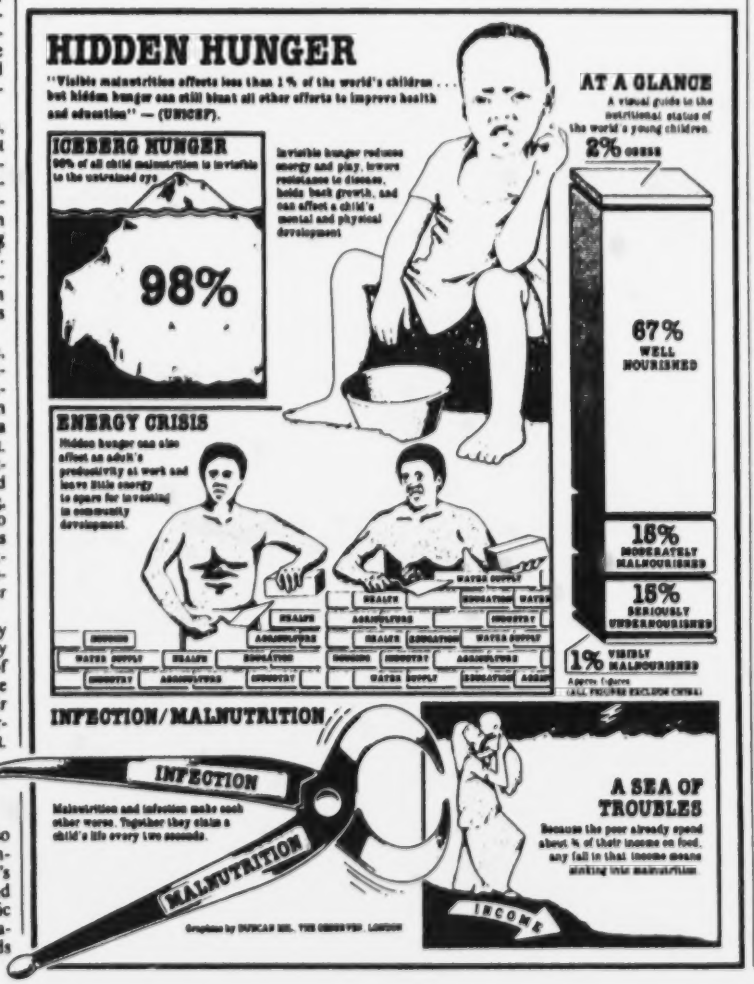
Less frequently researched but probably even more important is the female half of this same story. Usually consuming less food than the 'breadwinner', whilst at the same time working longer hours and coping with the additional energy demands of frequent pregnancy and breastfeeding, the woman lives even closer to the margins of malnutrition.

Many women therefore have no choice but to cut down on discretionary activity–activity which might include carrying a one-year-old child 2 kilometres to the nearest clinic to be weighed or vaccinated; joining in a new poultry farming or vegetable growing scheme at the other end of the village; or walking even greater distances for firewood so that water can be boiled before mixing it with an infant's weaning food.

In this way 'moderate' malnutrition has a double impact on the child–"striking once in the direct physiological consequences on the child's personal development, and again in its similarly restraining effect on the development of the society in whose care the child grows.

That is why the starving baby image should now be replaced by a more realistic international understanding of what child malnutrition really means. Definitions of that malnutrition vary.

UNICEF's own view is that "every child who does not have enough food to provide the energy for play is a malnourished child–and every adult who does not have enough food for 'discretionary activity' is a malnourished adult. For in the last analysis, development itself is a discretionary activity." ●


HIDDEN HUNGER
"Visible malnutrition affects less than 1% of the world's children . . . but hidden hunger can still blunt all other efforts to improve health and education" — (UNICEF).
ICEBERG HUNGER
90% of all child malnutrition is invisible to the untrained eye
98%
Invisible hunger reduces energy and play, lowers resistance to disease, holds back growth, and can affect a child's mental and physical development
AT A GLANCE
A visual guide to the nutritional status of the world's young children
2% OBESE
67% WELL NOURISHED
16% MODERATELY MALNOURISHED
16% SERIOUSLY UNDERNOURISHED
1% VISIBLY MALNOURISHED
ENERGY CRISIS
Hidden hunger can also affect an adult's productivity at work and leave little energy to spare for investing in community development.
INFECTION/MALNUTRITION
INFECTION
MALNUTRITION
Malnutrition and infection make each other worse. Together they claim a child's life every two seconds.
A SEA OF TROUBLES
Because the poor already spend about ¾ of their income on food, any fall in that income means sinking into malnutrition
INCOME



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# Unit Three

# Haiti — A Developing Nation

UNIT 3 HAITI - A DEVELOPING NATION

INTRODUCTION:

This unit introduces the country and people of Haiti to the students. Readings about Haiti spotlight conditions common to most Developing Nations. Students identify Haiti's major problems and discuss possible solutions.

SESSION 1: Activities

1. Read orally: INTRODUCTION and DEFINITION OF DEVELOPING WORLD.
2. Discuss reasons for change in the United States in the last hundred years.
3. List: developing nations and their challenges.
4. Distribute/Assign readings: INSA's HAITI FACT SHEET, PROFILE: HAITI--OVERCOMING THE "PROBLEMS OF LIFE", HAITI: EVEN THE FISH HAVE LET US DOWN, LIFE IN A HAITIAN VILLAGE, GLINTING COINS--PASSING CARS, THE LEAST DEVELOPED COUNTRIES--WHAT MAKES THEM THE NEEDIEST. Choose those readings appropriate to your students.

SESSION 2: Activities

1. Discuss: assigned readings.
2. View slide presentations: "Haiti" and "People and Projects in Haiti" (available free from INSA/Atlanta).
3. Discuss: slide presentation.
4. Request students participate in problem solving activity.
5. Summarize the unit for the students. (Allow their input as a part of this activity.)

SESSION 3-4: Activities
(To expand the unit or for use with advanced students).

1. Discuss the term development with the students include: material, personal,physical, social, cultural and political development.
2. Discuss their personal and their community's development.
3. Study local community development needs and send possible solutions to appropriate local groups. (Police, library boards, hospital authorities, public transportation commissions, city council, etc.)
4. Involve students in INSA/DEP "Awareness to Action" projects. (Contact INSA/Atlanta.)

Students examine the nation of Haiti as a case study of a "Developing Nation."

PERCEPTION
AWARENESS
CRITICAL THINKING
DECISION MAKING
POVERTY
DEVELOPMENT

Title: HAITI -- A DEVELOPING NATION

Introduction:

One hundred years ago, the population of the United States was basically found on farms and in rural settings. Sod huts and homesteader's shacks were widespread across America's prairie states. America's pioneers faced untreated and misunderstood diseases, crop failures and starvation. Many Third World or Developing Nations are much the same today.

Currently in the United States only 4% of the population lives on farms, and the population is considered among the healthiest on earth. In todays "Developing World" less than one hundred nations contain 70% of the world's population and these nations experience varying degrees of severe underdevelopment, hunger and poverty.

Definition of Developing World

Developing world--About 65 countries in Africa, South and Southeastern Asia, and Latin America having little or no industuralization, very low per capita incomes (amount each person earns per year), and big problems. Conservatively, over one-third of all the people in the world live in developing countries, and half of these people live in total poverty. Approximately one billion of them earn less than $150 per year.

Objectives:

To define the term "Developing Nation".

To locate areas of the world considered to be Developing Nations.

To present Haiti as a case study of a developing nation in today's world.

To identify major problems common to the populations found in Haiti and in the developing areas of the world.

To discuss possible solutions to these nation's major problems.

To discuss the effects these identified problems in the "Developing Nations" have on the "Developed" nations of the world.

Time: Two to four class periods

Materials: The students will need:

Pencil and paper; map of the World (found in Unit II); puzzle--Haiti (to accompany the slide presentations "Haiti" and "People and Projects in Haiti"); copies of these readings--INSA's HAITI FACT SHEET, PROFILE: HAITI--OVERCOMING THE "PROBLEMS OF LIFE", HAITI: EVEN THE FISH HAVE LET US DOWN, LIFE IN A HAITIAN VILLAGE, GLINTING COINS--PASSING CARS, THE LEAST DEVELOPED COUNTRIES--WHAT MAKES THEM THE NEEDIEST.

The teacher will need:
A carousel projector to show slide presentations. "Haiti" and "People and Projects in Haiti". (Both of these slide presentations, with an accompaning script to be read, are available free of charge--return postage only--for educational presentations.)

Procedure:

SESSION 1

1. Read the Introduction and the Definition of the "Developing World" to the students.

2. Discuss the reasons they believe the United States has changed in the last one hundred years. List their ideas on the board.

3. Discuss the population shift from rural to urban settings and why our daily lives have, for the most part, improved. Has time been a factor?

4. Have students write down the names of three to five developing countries. List the names on the board and look for commonality and frequency of the countries listed. Discuss why students thought of these nations. Have students begin to write down the problems and living conditions (ie. poverty, hunger, illiteracy, unemployment, underemployment, poor health care) they are associating with these nations.

5. Discuss developing nations with oil revenues,(ie. Mexico, Saudi Arabia, etc.) are they different from nations with no oil revenues? 6. Distribute the following reading materials for the students to read for homework or classwork: INSA's HAITI FACT SHEET, PROFILE: HAITI--OVERCOMING THE "PROBLEMS OF LIFE", HAITI: EVEN THE FISH HAVE LET US DOWN, LIFE IN A HAITIAN VILLAGE, GLINTING COINS--PASSING CARS, THE LEAST DEVELOPED COUNTRIES--WHAT MAKES THEM THE NEEDIEST. (Choose those readings appropriate to your students.)

SESSION 2

1. Discuss the readings given to students before class. Did the readings reinforce the students' ideas about developing nations? What are some of the conditions highlighted in the readings? (Poverty, unemployment, poor sanitation and health care, corrupt government, etc.)

2. What are the "Major Problems" found in Haiti? List these on the board. Discuss whether the students would expect these same problems in Sweden, Kenya, Japan, Bangladesh or Bolivia.

3. Show slide prsentations about Haiti. (Available free from INSA/Atlanta).

4. Discuss the slide presentations with the students. Build your questions around these topics: health care, sanitation, nutrition poverty, literacy, land erosion, farming, self-help and personal involvement to make a difference.

5. Ask the students to form small groups. From the major problems identified in Haiti let each group choose a problem. Ask each group to solve its problem with several solutions. Students appoint a spokesperson for the group who presents their solutions to the class. Following the presentation of solutions, the total class votes on the best solution for each problem.

6. Lead a discussion with the students on the effects the problems of "Developing Nations" have on the rest of the world. (ie., trade, ecology, war, inflation, religious stability, population, disease, etc.)

7. Have students think back to their solutions for the "Major Problems" discussed earlier. Did their solutions to the problems serve the best interests of the developing nations, the United States or both? Were their solutions too "Americanized" in their thinking?

8. Summarize for the students by reminding them Haiti is only one small country in the world. However, the problems in Haiti are similar and common to those of over sixty-five other developing areas around the world. Reinforce the idea that helping other nations to improve their living standards and quality of daily life can only serve to improve the quality of life for all of us who share this planet.

SESSION 3-4

For advanced students or to expand this unit the following activities could be included:

(1) Ask students to define development.

Session 3-4, con't

(2) Ask students to discuss:
What kinds of development are there? (Material, personal, physical, social, cultural and political.)

(3) Ask students to list their personal development.

(4) Ask students to state ways their community is/has developed.

(5) Ask students to discuss ways this nation is/has developed.

(6) Ask students to list and discuss the local community's develoment needs and what is being done to meet these needs. Could they become involved? How?

(7) Ask students to consider the projects noted in the slide presentation "People and Projects in Haiti; they could personally become involved in these or similar projects to help people to help themselves.

Two slide presentations with an accompanying script to be read are available from INSA/Atlanta. The slides are mailed free of charge (your cost-return postage only) for use in educational presentations. The slide presentations, or portions there of, may be reproduced for future use by your group.

"Haiti" (80 slides) This presentation briefly introduces the history, geography, people, customs and problems of this developing Nation.

"INSA: People and Projects in Haiti" (50 slides) This presentation introduces INSA and describes projects carried out in Atlanta to benefit the people in Haiti. The importance of goats to good nutrition in Haiti and INSA's Haitian Goat Improvement Project are discussed.

(For additional information to become involved in INSA/DEP "Awareness to Action" projects in Haiti or India contact Ms. Ellen Hayes Cook, or Ms. Patricia S. Harrell, c/o INSA, P.O. Box 15086, ATLANTA, GEORGIA 30333, or telephone (404) 634-5748.)

BACKGROUND INFORMATION

- World agriculture remains very primitive. 50% of all food consumed in the world is produced by hand labor. In the developing world 90% of all food consumed is produced within 10 miles of its consumption site.
- Farmers, peasants or rural tribes make up 50 to 90% of the population in many developing nations.
- Of the more than 150 nations in today's world less than 24 are democracies. Only one person in three lives in freedom.
- Most of the developing nations do not have food systems or developed agribusiness. These nations experience negative balances of payment, high import costs, shortages of educational facilities and inadequate roads.
- Most developing nations have city-dominated governments. Politics tend to reward cities at the expense of rural areas.
- Underemployment and unemployment are universal urban problems in developing countries.
- Employment problems occur when economic development in the cities cannot keep up with migration from rural to urban areas.
- Common diseases such as diarrhea and measles are routine killers among the malnourished populations of developing countries.
- People in developing nations who consume too little food have too little clean water, too little decent housing, too little schooling and even too little time for entertainment.
- In many developing countries hunger is seasonal. In dry seasons the land looks desolate and life looks harsh, but it's during the rainy season that people suffer the most. Dirt roads which link communities are impassable or difficult to travel and sources of transportation become unusable. Also personal hygiene tends to retrogress in muddy and flooded habitats.
- Community surveys have revealed from one to seven percent of preschool children in various developing countries weigh less than sixty per cent of their expected level.
- Many developing nations have high population concentrations in rural areas. Landless laborers, sharecroppers and marginal farmers constitute the majority of these rural residents. Worldwide these groups are growing fast in developing countries.

- o The rural landless have their counterparts in the slums and shantytowns of cities in developing nations. About 30% of most developing nation's populations now reside in cities. Among these urban dwellers fully one third live in squalid slums and shantytowns.

- o Substandard housing is the most obvious consequence of runaway urbanization. (The developed nations measure habitat by rooms per person, while developing countries measure people per room.)

Statistics show us:

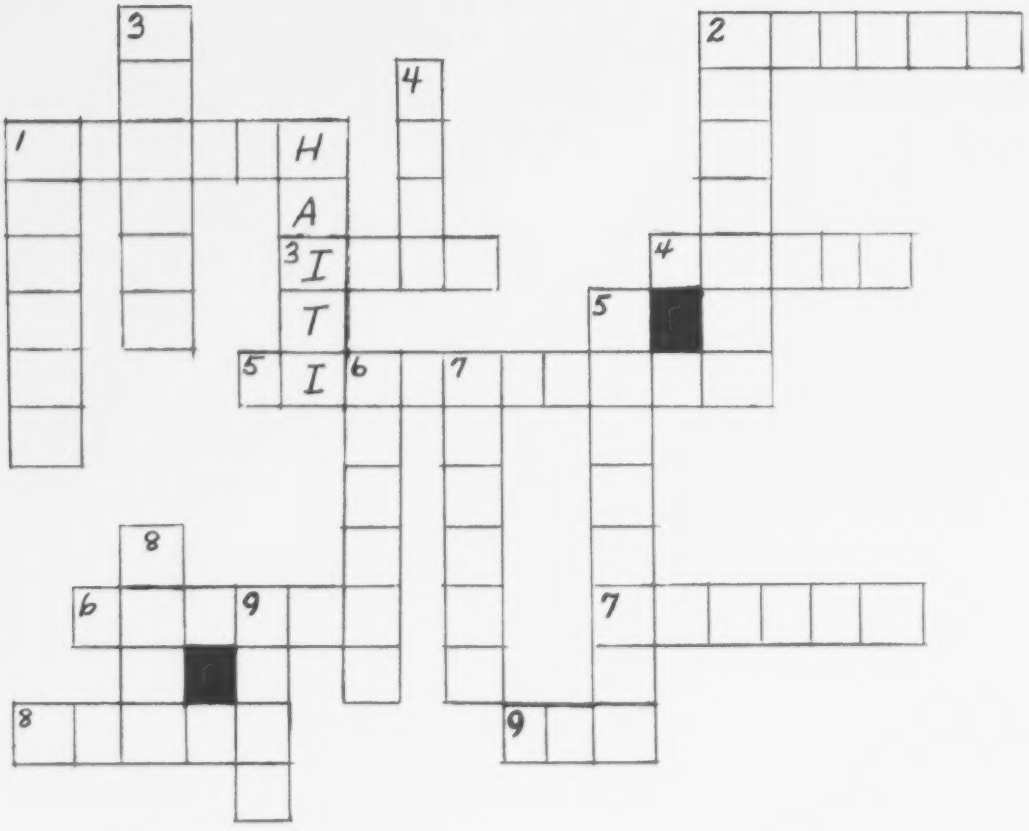
- 70% of the world's population has only 11% of the world's total productive income. (U.S. has 6% of world's population but consumes over 34% of its resources.)

- Only 4 out of 10 people in most developing nations can read or write. (In some nation's the literacy rate is 10%.)

- 500 million to 1 billion human beings have problems securing enough food for each day. Hunger and malnutrition sap bodies and shorten lives.

1980 The World Bank Atlas.

# HAITI CROSSWORD PUZZLE




## ACROSS

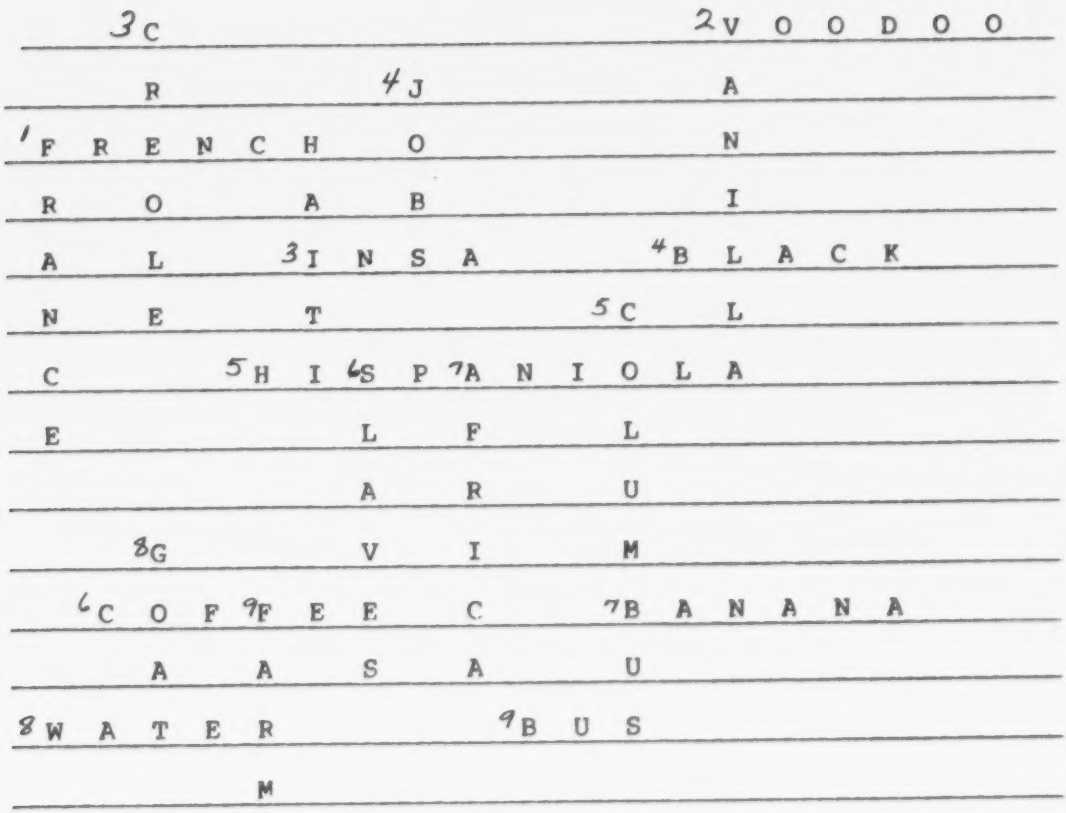
1. Official language of the country
2. Folk religion widely practiced in Haiti
3. Atlanta group working actively in Haiti
4. Haiti was the first _____ republic in the modern world
5. Haiti and the Dominican Republic share this island
6. Crop grown for export
7. Fruit also known as plantain
8. Only three percent of rural Haitians drink clean _____
9. Transportation in Haiti is by foot, donkey and _____

## DOWN

1. Haiti was a rich colony of_____.
2. Bean used to make good-smelling flavoring
3. Ninety percent of Haitians speak _____
4. Over 50 percent of the people in Haiti need _____
5. Discovered the island in 1492
6. Ancestors of present-day Haitians were _____
7. Continent these ancestors came from
8. Animal used as source of milk and meat
9. Over 80 percent of Haitians live on a small _____

INSA/1983

# HAITI CROSSWORD PUZZLE



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# Haiti

LAND: 10,697 square miles, about the size of Maryland. It occupies the western third of the island of Hispaniola. The Dominican Republic covers the eastern part of the island. The land is rugged and mountainous. Only one third of the land is suitable for growing crops.

CLIMATE: Tropical, with mild temperatures from 70 to 95 . Haiti is often hit by hurricanes during the months of June -- October.

PEOPLE: Nearly 6 million, or about the same as Georgia. Over half of all Haitians are under age 14. About one fourth of the population can read or write. Haitians are mostly descended from African slaves who were brought to the island by the French and Spanish to work their plantations. The country has one doctor and two nurses for every 6,000 Haitians. Their average age life expectancy is 50 years. 80% of all Haitians live on small family owned farms.

OFFICIAL LANGUAGE: French--but over 90% of the people can speak only Haitian Creole, a mixture of French and African and Indian dialects.

FLAG: The flag is divided into two equal parts. One half of the flag is red and one half is dark blue. The former flag of Haiti was readopted in February, 1986.

ECONOMY: Haiti is the poorest nation in the western hemisphere (North and South America). The average annual income is about $150-$200 per year. Coffee and sugar cane are two of the industries in Haiti. Most people earn their living on very small family farms.

HISTORY: The island of Hispaniola was discovered by Christopher Columbus in 1492. After being under Spanish and the French rule, Haiti declared its independence and became the first Black republic in the world in 1804. The slave revolt that prompted this change in government was led by Toussaint L'Ouverture. The first president of Haiti was Jean Jacques Dessalines. Today Haiti is ruled by a coalition government lead by Lt. General Henri Namphy, following the overthrow of the President, Jean Claude Duvalier, in February, 1986.

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Map of the Republic of Haiti

⊙ Darbonne

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Haiti

# Overcoming the "problems of life"

Aidenaire Carm and her family are victims of the deterioration of Haiti's countryside and the depletion of its soil. They live in La Saline, one of Port-au-Prince's most crowded slums. Their income is pitifully small, and their surroundings squalid and unhygienic. A new programme, supported by UNICEF, is trying to upgrade the quality of their lives. By MAGGIE BLACK.

*Aidenaire Carm makes her living buying bananas in the market, and reselling them, peeled. She lives in one of Port-au-Prince's most crowded slums.* ICEF 9330/Black

When a woman in one of Port-au-Prince's most crowded slums speaks of her husband "abandoning his homeland", she is not referring to his flight from Haiti in a small boat to the USA. Aidenaire Carm, who makes what must euphemistically be called her living buying bananas in the market and reselling them, peeled, is simply referring to the decision taken by her husband's family some years ago to quit the countryside for the town. Why did they leave? The answer is definitive: "His homeland was uninhabitable."

Generations of intense population pressure, and of plantation practices which thoughtlessly stripped the ground of trees, have converted much of Haiti to a wasteland. The eroded countryside, with its reddish coloured soil, looks as if the earth has been scratched away until it bleeds. The contour of every hill and valley is revealed in all its nudity: the land has no latent power left unexploited.

The departure from countryside to town of people like Aidenaire Carm and her husband represents a severe uprooting. It means the abandonment of land and lifestyle, of deep traditional, social and family ties. Nevertheless, thousands of Haitians feel they have no alternative.

In the past ten years, the population of Haiti's capital has nearly doubled, to a million people. More than half of them live in the slums, where overcrowdedness reaches nearly 600 people per acre. There has been what officials call a "demographic explosion", an "anarchic proliferation" of slums and *bidonvilles*, a "massive exodus" into the city's pathetic periphery which has fueled a population growth rate of nearly seven per cent a year.

The people come for jobs in factories and industries. But their hopes of employment cannot be met. Most of those in the poorest slums like La Saline end up in the "informal sector," buying and reselling matches or maize cobs. Or bananas, like Aidenaire Carm, who is now a widow, and has four children to provide for. "Who will help me now?" she laments. "Who will give me food?" Her only customers are her neighbours in La Saline, one of the city's

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poorest slums, who like herself are trying to make ends meet in the most marginal of occupations. The average income of households like hers is between $4 and $35 a month.

The figures come from a document prepared by the Ministry of Social Affairs with UNICEF's assistance, and they compute a lifestyle of almost intolerable squalor, wretchedness and strain.

La Saline, like some of the other slums, is situated on reclaimed land only just above sea level. When it rains heavily, the water pours down the steep hillsides above Port-au-Prince, sweeping the city's detritus before it, and ends up feet deep among the shacks and hovels. When it dries out – and it rarely does completely – the whole area smells like a fetid ash-tray full of putrefying garbage, and worse.

## "Help us to keep the neighbourhood clean"

"When my mother was expecting me," runs a rhyme in Creole written by a schoolgirl in the slums, "she liked to eat a lot of charcoal. She found it tasted good." It is not quite believable, but nearly.

Charcoal and its residues permeate every corner of La Saline. The warren of tin huts barely separated by narrow pathways are black with the grime of countless fires and cooking stoves. The ankle-deep mud underfoot is half-composed of ash and cinders. Plaintively, a crooked notice is placed beside an open ditch: "Help us to keep the neighbourhood clean."

Everywhere there are smouldering braziers on which women like Aidenaire Carm are cooking maize and banana concoctions, vegetable soups and murky beverages. But on $4 a month for a family, even the snacks on these equivalents of the hot-dog stand are outside some people's means.

Violette Joseph is one such person. The cramped room in her tin shack dwelling is crudely papered with advertisements from glossy magazines, depicting a hopelessly alien lifestyle. When she was five-years-old, she came with her parents to Port-au-Prince from the southwestern countryside, "because," she says, "of the problems of life."

Her first child was born when she was 14. Now, at the age of 38, she has ten children altogether, ranging from 24-years-old to one. Now her children, as she says, make more children. She and her 18-year-old daughter Marie both sit among the bundle of rags on the one wooden bed nursing their respective babies.

Violette Joseph practises family planning: above the bed is hung a cross fashioned out of banana leaves and string. But, she admits, it is not very effective. She has lately been thinking of going to the hospital. "I have no more milk to feed the baby. My childbearing is finished."

Violette Joseph's husband is a butcher. But the number of cows there are to slaughter in La Saline is limited to say the least. He barely earns enough to cover the rent to the landlord of $10 a month. She says that she does not know how much money he "touches": he wastes it on "*la borlette*" – gambling – and brings nothing home.

There are days when there is nothing to eat. And there is no-one else in the community to help her, "except the Silesian Father, who brings me flour." The only food that there is in the house is a blue plastic bowl with his latest offering: a small bagful of powdered maize.

## Energy, vitality and ingenuity

In spite of the poverty and squalor, the people of the slums exude energy, vitality and great ingenuity. Everywhere there are stalls and workshops, where people sell or manufacture everything from hairpins to cigarettes, fishing boats to tin buckets.

Development officials, discussing ways to improve the living environment in La Saline and the other slums, talk about mobilizing the people's resources. On first reflection, it is difficult to see what those

*Port-au-Prince, Haiti's capital, has seen an anarchic proliferation of slums and bidonvilles, where overcrowdedness reaches nearly 600 people per acre.* ICEF 9331/Black


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*Two of the new "aides sanitaires," who come from the neighbourhood, and have around 1,200 people under their attention.* ICEF 9332/Black

resources could consist of: Violette Joseph has no resources, not even milk in her breasts to feed her baby. But on the other hand, people's energy and resourcefulness in dealing with "the problems of life" are in themselves resources of some importance.

In the past year UNICEF and the Ministry of Social Affairs have begun work on the first co-ordinated government-backed programme to upgrade the quality of life in the slums of Port-au-Prince. There are many non-governmental groups, church and lay, running programmes of all descriptions in different slum areas. But they need to be synchronized: the whole jigsaw of social ills that plagues the lives of people like Aidenaire Carm and her children must be seen as a piece and tackled as a piece.

Even within the family the problems are interlocking. Aidenaire Carm is illiterate and unequipped for any job requiring skills or training. Her income from the bananas is not enough to pay the rent on their one-roomed shack and buy the family enough to eat. Her 15-year-old daughter has turned to promiscuity as a way of helping out. Her brothers and sister, like most of the children that play barefoot in the narrow alleyways, all manifest some sign of the neighbourhood's ill-effects: sores, a skin rash, unusual thinness, a persistent cough.

An attempt to address the typical maladies which affect so many of the children in La Saline has recently started. Five young men, who used to be self-trained community teachers, have been given a course in the local health centre, endowed by the "Foundation Mme. Michèle B. Duvalier," the First Lady.

They are now well-versed in public health and disease prevention, and receive a small salary of $80 a month. Their first task is to visit the leaders in the community and set up sanitation committees.

Each of these *"aides sanitaires"* will have around 1,200 of the 6,000 people in La Saline under his or her attention. As they themselves live in the neighbourhood, it will not be difficult for them to keep track of all the various families and their children's state of health.

Meanwhile the UNICEF-supported programme, still as yet in its earliest stages,* is trying to help the slum communities get rid of the stagnant pools, the noxious effluvia, the refuse and the all-pervading mud which must disappear before any dramatic improvement in health can be contemplated.

## The rubbish and the stagnant pools begin to go

In St. Martin, a slum as bad as La Saline, drainage channels are being dug along the alleyways or widened where people have already constructed them in a makeshift fashion; wash-houses with latrines and showers are being built; and a system of garbage collection is being organized, using wheeled carts small enough to be towed along the wider lanes and left in prescribed positions until they need emptying.

The digging and the building, to which St. Martin's inhabitants are giving their labour, are among the first signs of improvement. But in the background, as yet invisible to the slum inhabitants, is the network of professional and technical support which the Ministry of Social Affairs now has in place. A trained team of community workers is ready to help people with the backing they need not only to dig drains but to run pre-schools, encourage pregnant women to go to the ante-natal clinic, and enrol girls like Aidenaire Carm's daughter in a course that would enable her to earn a less demeaning living.

People in the slums of Port-au-Prince are used to solving their problems in the best way they can. Up till now the concept of "services" has been outside their experience. They don't know what it is to have clean water on tap, garbage collection, a school or health clinic round the corner. The programme with which UNICEF and the Social Affairs officials intend to make good these deprivations in people's lives aims to build on their ingenuity and their energy. With guidance and support, they will, it is hoped, start to overcome – instead of being overcome by – the "problems of life." □



HAVE YOU? I'VE

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## Haiti

# Even the fish have let us down

Mme. Jacques Benjamin, the resident nutritionist in Coridon village, cuts a distinctive portly figure in her off-white dress. It is four years since she came to this bleak ribbon of a community, strung out along a spit of sand and shingle on the edge of the northwest Haitian coast.

At that time a severe drought in this desolate and neglected part of the country had reduced many of Coridon's children to a state of third degree malnutrition, the kind that turns a child into a listless bag of skin and bone with bleached hair and a swollen stomach.

Now, thanks to Mme. Jacques' "recuperation" programme, in which the worst cases were given a daily nutritious meal, they are only suffering from second or first degree malnutrition. She has replaced "recuperation" with "surveillance."

Every two weeks she holds a meeting. Twenty-five mothers attend with 80 children. The children are weighed and she gives out maizemeal flour, oil, and powdered milk, provided by CARE. She gives cooking demonstrations with vegetables, meat, and eggs. She talks of their nutritional value. She also teaches the mothers how to make a "serum" of sugar, salt and boiled water, for the treatment of diarrhoea.

If this part of Haiti is, at least to the naked eye, hopelessly infertile, with its denuded and eroded hills, its grotesque forests of overgrown cactus, one commodity of which the villagers of Coridon have plenty is salt. Apart from the fish—which according to Edouard Soufaite, father of four children and one who died in the drought, "have let us down"—the villagers' main source of income is their salt mines. Handed down through the generations, these great ochre-coloured sandpits lie open to the sun on the landward side of the village.

Across the precarious walkway between the mines is the household of Mme. Istaline Joseph. A woman in her late twenties, who ought still to be in her prime, her thinness gives her a deceptively frail appearance. Mme. Istaline married a man who owned a salt-mine; he left her for another woman. Her flimsily-thatched mud-walled house has two tiny rooms. Eight people live there: her four children, a brother, her parents and herself.

Although she cannot mine salt since her husband left, she still relies on salt for a living. But recently, since salt in large quantities was imported into Haiti, the price has dropped dramatically. "A *calabash* of salt used to fetch $4 in Port-au-Prince. Now the price has dropped to 50 cents."

Mme. Istaline must buy bags of salt, at $5 each, from someone else. When she has three or four, she takes them on the all-day, bone-breaking bus journey into Port-au-Prince. With the handling charge, the bus ticket to and from, and the selling price per bag of $7, she is lucky to make $2 out of the two-day trip.

Mme. Istaline, with a little prompting from Mme. Jacques, can tell you all about the nutritional properties of meat and milk and eggs. She can recite the recipe for the rehydration "serum" for diarrhoea treatment, not forgetting the juice of lemon which can substitute for salt, in the unlikely event that this ingredient is in short supply. She knows, thanks to the demonstrations, that spinach and legumes are rich in vitamins, iron and protein.

Where can she obtain these items? A certain kind of skimpy greens, called *copié*, grows wild and can be gathered. But there are no cows or goats for milk or meat: livestock has been banned as a counter-measure to the widespread deforestation. So most things must be bought in the market. An egg costs 50 cents. A pound of meat costs $2 and, among a family of eight, will only give each one a taste. Who can afford such things? Certainly not Istaline Joseph.

So what do they eat? "When I have maize"—the powdered rations given out every 15 days by Mme. Jacques under her "surveillance" programme—"I feed it to the children. When I have no maize, I give them a piece of bread, if my father brings one." Mme. Istaline reluctantly admits that there are times when she has nothing. Today is one of those times: there is not a scrap of food in the house. Tomorrow she will go to Port-au-Prince on the bus with three bags of salt. And there may not be a scrap of food until she returns.

Her father has a piece of land, away in the barren hinterland among the hills. But without irrigation, he finds it hard to grow anything. "Our problem is water," explains Aramus Charles, the Secretary of Coridon's Council. Water is needed for drinking, for washing, for cooking, and for growing food. At the moment, the people of Coridon have to trek 11 kilometres into the hills to the nearest source, and 11 kilometres back again.

"When we have water, piped from the spring, we can grow maize, peas, plantain, manioc, fruit trees, tomatoes, and shallots," says Aramus Charles. Four years ago the villagers somehow managed to raise $2,000 between them for a water system. Each family gave what they could and they took two years to gather the money.

They gave the money to an engineer to carry out a "study." From that date to this, the study has got them nowhere. They have moved sand, they have moved stones, they will dig a ditch wherever the "experts" tell them to. But the engineer has taken the $2,000 and left them in the lurch.

Eventually the national water department, and UNICEF, may help to solve their problem. In the meantime, the soil is dry, the trees are disappearing, the price of salt is dropping, and even the fish have let them down. And tonight and tomorrow there is no food in the house of Istaline Joseph.

Not all Mme. Jacques' demonstrations can put it there. No amount of weighing of children and recipes for "serum" can substitute for the possibility to grow food, or to earn a living. Only the CARE rations stand between the people and hunger. "Do you understand?" asks the Secretary, Aramus Charles. "Our farmers know what to grow. Our mothers know what to feed their children. But without water what can they do? The day that water comes here, it will be like manna from heaven." (M.B.) □

UNICEF News
Issue 113



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From: Seeds--Christians Concerned About Hunger, Special Edition

# Life in a Haitian village

*by L. Katherine Cook*

You say you want to know me? I live in the Caribbean island of Haiti. You have seen pictures of my fellow countrymen who are refugees to the United States. You may have seen pictures of some of my people who remained in Haiti. You have heard about the plight of my country—the hunger, the political oppression, the prevailing fear of the voodoo religion. But have you ever really met me face to face?

You ask me many questions. Some I will answer readily, but it is dangerous to discuss the government. One might easily be overheard or misunderstood. If anyone comes near while you and I are talking together, we must pretend that you are asking me to sell my horse. (It is a good horse—no?) Meanwhile, I will do my best to answer all of your questions.

Although many of our people are city dwellers, I live in a rural village. I count myself among the more fortunate. Most village people have gardens; we eat the vegetables that are grown in them as long as the weather holds up. City dwellers have no gardens. Meat, you say? There is very little meat in my diet. A wealthy family, I would say, will eat meat once a day. The average family will eat meat once a week—at best.

A 100-pound sack of flour would cost me $30 dollars. (Is this not about what it costs in your country?) However, Haitians have no money to buy flour. Most people eat rice, along with whatever is produced in their gardens. When drought and floods come, the gardens fail; then food is hard to find. These disasters are frequent. Therefore, we have no certainty that even our gardens will produce the food we need.

There are four small schools in the village here. There is a national school, and there are "colleges" sponsored by the missionaries. These are actually secondary schools. Most parents find a way to send their children to primary school.

I married when I was twenty-two. I chose my own mate. I have lived in my present home for two years, and I own it. My people do not pay others to build houses for them, as you do in the States. What does my wife do? She washes clothes in the river, prepares our meals, sells produce in the market, and works with me in the garden. The wealthy women in my village hire other women to be "house girls." All of the other women do their own chores.

I work on an American farm project. I am fortunate to have a job. There are only three other positions of employment in my entire village; these are government positions. There is a mayor who is nominated by the national government and two magistrates nominated by the mayor. The only factories in my country are in Port-au-Prince. Sometimes people move there seeking jobs, but most find themselves in a worse plight than ever.

But the rural situation was once better. The Dauphin plantation was once in operation and hired many workers to tend fields of sisal, a hemp-like plant. The laborers were paid little, but these jobs were better than none at all. Suddenly the plantation was bought by a government corporation and it was closed. Now there are no jobs.

You ask about elections. We do have elections. You ask if our votes have any meaning: I do not know.

Transportation is very limited. There are only two motor vehicles in this village. One belongs to the Roman Catholic priest and the other belongs to the mayor. Others must walk or ride public buses.

There is one medical nurse in the village but there is no doctor. The nearest hospital is nine kilometers away. If no bus is available when someone is ill or injured, four men must carry the patient on a stretcher. This takes one hour, even at a fast pace.

There are many missionaries. Generally, the people like to have them in the country. Many are helpful, though sometimes some will apply a great deal of pressure on us to conform to their style of religion. The people begin to resent this since they do not want to take on the foreigners' way of life.

The important thing to me is my relationship with God, not the form it takes. Worship of God is the most vital thing in my life. We spend many hours in our little church. We celebrate many of the same holidays you do. The first thing I do to observe these special days is to go to church and the second thing is to spend time with my family—perhaps have a meal with them.

Yes, I can read—English, French and Creole. I often read parts of magazines when I can get them. Newspapers are in French which I can read better than English. Although I have to go to the city to find any publications, I consider myself fortunate just to be able to read. Most of my fellow villagers are illiterate.

You may wonder why my people risk emigration. It is because they feel so hopeless. There are no jobs, even for the ones who went to the city to attend secondary school. Now they cannot even afford to move back to the village, and they consider it worth risking their lives to escape such a dead end.

I know of people who have tried to escape to the United States. I do not know what has happened to them other than what I am able to read in U.S. publications. Sometimes the ones who escape try to come back to overthrow the government. Usually they are selfishly motivated and only cause bloodshed and further oppression. We do not want a revolution since it could only mean more violence, upheaval and an eventual return to the same sort of government.

You ask, then, what will change things? What can you do for us? You can teach our people. Teach us how to find pure water sources and how to produce food efficiently. Teach us how to face floods and drought without losing our crops. Above all, teach us how to teach each other. It would be easier for most of my people to learn from one another rather than have to depend on an outsider.

Handouts are destructive; they teach the little ones to become beggars. We want to do things for ourselves and not merely have things given to us. We like our culture, our way of life. The best thing that you can do for us is to help us to retain this culture—without going hungry.•

*This article is transcribed and compiled from an interview conducted in Haiti. L. Katherine Cook is editor for Church History in the Baylor University Program for Oral History, Waco, TX.*

# Glinting coins, passing cars

*by Gary Gunderson*

The horns grew loud, insistent. The crowd pressed off the sidewalk into the street, leaving a narrow, uncertain corridor for the onrushing Cherokee Jeep and the following Toyota pick-ups filled with armed men. Kids scrambled and dove for glinting coins as the vehicles sped by, squealing out of sight around the corner. Jean Claude Duvalier—"Baby Doc"— Haiti's President for Life, was leaving Cap Haitien in typically spectacular irony.

The President throws coins—and sometimes bills—to the crowds wherever he goes in his tiny, hungry country. Sometimes kids are run over by his car or a truck carrying the denim-clad presidential guards. The people detest the symbolic largesse, but pack the roadsides for the coins.

Since Christopher Columbus discovered the island in 1492, Haitian politics has mingled blood, fear, racism and broken hopes. Within a hundred years of his landing, nearly all of the original inhabitants had been slaughtered or worked to death. The French established a brutal slave economy which lasted a century and a half. But independence only transformed the violence, it did not eliminate it.

Missionaries and development agency people are uniformly impenetrable on the subject of politics. Their tenure in Haiti is always fragile and they tend to consider their projects more important than local politics. But there is no lack of opinion elsewhere about Haiti's public life. The best guess is that there are 57 separate Haitian political organizations in the United States alone. They agree on little except that Baby Doc should go. Inside Haiti opposition is illegal and dangerous, but present.

For two centuries, public power has been a risky, but lucrative road to wealth. The French taught the lesson by ruling with rarely matched cruelty and showed that it paid well, too. Haiti, which is now the poorest country in the hemisphere, once supplied fully 45 percent of Napoleonic France's national budget.

Haiti had a stretch of 100 years when no head of state died a natural death. In the early 1900's the U.S. Marines took power for a while. Finally, in 1956, Doctor Francois Duvalier seized power and held it with a simple brutal formula—he killed or expelled, not just his predecessors, but *everyone* in the country who might oppose him. Duvalier was educated at Michigan State University in public health and developed his power base while conducting a national anti-malaria campaign. The country people also knew him as a voodoo master and leader of a fiercely loyal semi-army called the *ton-ton macoutes*. Duvalier held power and was able to pass it on to his son, Jean Claude, when he died in 1971.

Baby Doc is 31 now, married to a stunningly beautiful Haitian, and father of a son. There are no serious murmurs of revolt. But Haitian politics is still framed in extravagance, corruption, poverty and oppressive violence. Gunfire is heard at night, even in the capital.

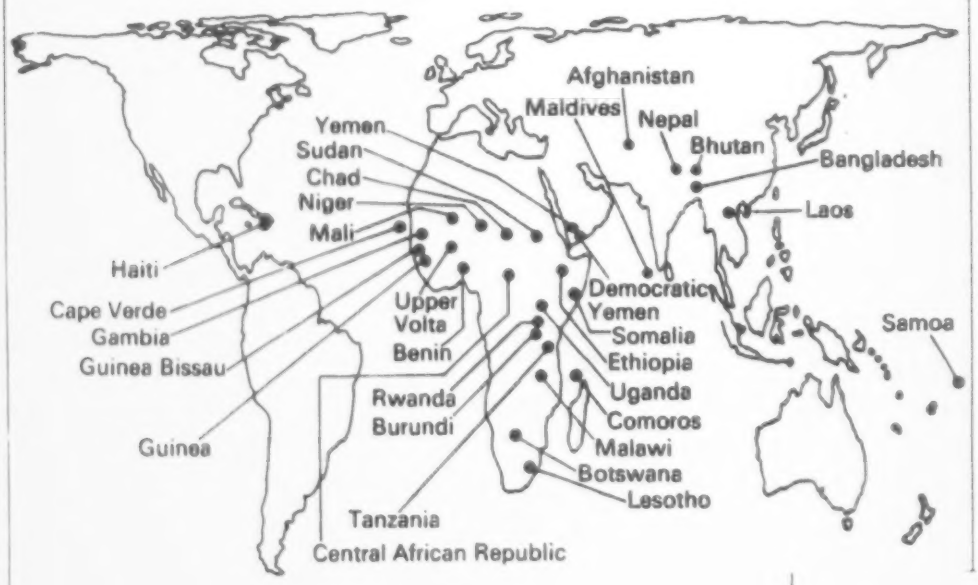
Some suggest that Baby Doc is maturing in office, and indeed, it may be true. It is hard for American eyes to recognize the moderation. But for the first time in memory, there are signs of progress on the sort of projects that have always been funded, but never completed. Electrical systems are actually going in. Roads are being paved. The port of Cap Haitien is being dredged. Trees are being planted on the ravaged slopes. Who can say if it is significant? Is it enough to hope on? Who can judge?

Haitian politics is not simply a *variation* of the American ideal. It has been formed in the cruel crucible of slave history and desperate poverty. It is uniquely Haitian. While no factor is more important to the future of its people—not water, not weather, not agricultural technology or international generosity—neither is any factor *less* accessible to clear conclusions. The clearer the "answer," the more likely it is to be wrong.

And the kids will still scramble, and sometimes die, for the glinting coins thrown from passing cars.

*Gary Gunderson is editor of SEEDS.*

**The least developed countries in the 1980s**




Left:
*The distribution of the Least Developed Countries shows a great concentration in Africa, a smaller group in Asia, and one each in the Caribbean and the Pacific. Map by courtesy of UNCTAD.*

# Haiti

Alone among the countries of the Americas, Haiti (which shares half of the island of Hispaniola with the Dominican Republic) is listed among the 31 Least Developed Countries. In common with the others on the list, its inhabitants have an annual income averaging little over US $100, adult literacy is very low, and manufacturing represents only about 10 per cent of the gross domestic product.

SOURCE: World Health: The Magazine of the World Health Organization, June, 1982.

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# The Least Developed Countries, What Makes Them the Neediest

The 31 countries are deficient in all categories of health personnel. Their infant mortality rate is the highest in the world, and their life expectancy lowest, as is their adult literacy rate.

They spend less than $2 per capita yearly from public funds on health. Not only do they lack resources, both financial and material, to better the health of their citizens, but also their economies are burdened by runaway inflation.

Added to the harshness of those and the other socio-economic factors shown in the table below, are the cruelness of their climate and geography. The terrain of most is inhospitable; half of the countries are land-locked; and five are islands. Many are situated in the world's "disaster belt", subject to a high risk of floods, earthquakes, and other natural disasters.

Twenty-one countries in Africa, nine in Asia and the Pacific, and one in the Americas have such characteristics. Some 200 million of their total 280 million population are reckoned as in dire straits, without access to safe water or to health care. They are the victims of a combination of economic, geographic, political and administrative forces over which they have no control.

The United Nations designated them the "least developed countries". French President François Mitterrand called them the "most destitute of the destitute". A UN Conference, held in Paris last September, singled them out—over all other developing nations—for aid.

And WHO, in a warning that health is often neglected in planning for development, made a plea for support of their health programmes through a larger allocation to them of the development dollar.

According to WHO estimates, the LDCs are able to come up with 80 per cent of the almost $164,000 million required to provide needy populations with primary health care. Therefore the funding sought from donor countries is $32,750 million to meet health goals of the next two decades. Foremost among the goals are the following:

- *Infant Mortality:* A decrease to less than 50 deaths per 1,000 live births. The figure now is 160.
- *Life Expectancy:* An increase to at least 60 years from 45 now.
- *Birth Weight:* An increase to 90 per cent in the numbers of babies weighing 2,500 gr. (5 lb. 8 oz.) at birth. The figure is now 70 per cent.
- *Adult Literacy:* An increase to over 70 per cent, from 28 per cent now.
- *Public Spending:* An increase to 5 per cent of gross national product from the 1 per cent now.

**Neediest, Needy, Affluent**

| | 31* Least developed countries | 89 Other developing countries | 37 Developed countries |
|---|---|---|---|
| Population: millions | 283 | 3,001 | 1,131 |
| Infant mortality rate: per 1000 liveborn | 160 | 94 | 19 |
| Life expectancy: years | 45 | 60 | 72 |
| Birth weight: 2500 gr. or more | 70% | 83% | 93% |
| Safe water supply | 31% | 41% | 100% |
| Adult literacy rate | 28% | 55% | 98% |
| GNP per capita | $170 | $520 | $6,230 |
| Per capita public expenditure on health | $1.7 | $6.5 | $244 |
| Public expenditure on health as % of GNP | 1.0% | 1.2% | 3.9% |
| Population per doctor | 17,000 | 2,700 | 520 |
| Population per nurse | 6,500 | 1,500 | 220 |
| Population per health worker—all types | 2,400 | 500 | 130 |

* *In Africa:* Benin, Botswana, Burundi, Cape Verde, Central African Republic, Chad, Comoros, Ethiopia, Gambia, Guinea, Guinea-Bissau, Lesotho, Malawi, Mali, Niger, Rwanda, Somalia, Sudan, Uganda, United Republic of Tanzania and Upper Volta.
*In Asia and Pacific:* Afghanistan, Bangladesh, Bhutan, Democratic Yemen, Laos, Maldives, Nepal, Samoa and Yemen.
*In the Americas:* Haiti.

Figures are weighted averages, based upon estimates for 1980 or for the latest year for which data are available.

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# Unit Four

# Water, Water Everywhere

Unit 4 WATER, WATER, EVERYWHERE

INTRODUCTION:

This unit introduces to students the importance of water to all living things. It stresses the need to use water carefully at home and throughout the world.

SESSION 1: Activities

1. Distribute/assign readings: UNICEF's GOAL: SAFE WATER FOR ALL.
2. Discuss the articles in UNICEF's WORLD.
3. Work crossword puzzle activity.

SESSION 2: Activities

1. View and discuss film, "Journey for Survival."
2. Prepare students for home exercise "Water is Precious."

SESSION 3: Activities

1. Discuss the home exercise.
2. Distibute FACT SHEET ON WATER and WATER AND HEALTH: THE FACTS.
3. Assign discussion questions.

Students learn of the importance of water to living things and the need to use it carefully at home and throughout the world

AWARENESS
VALUES
INTERDEPENDENCE

Title: WATER, WATER EVERYWHERE

Introduction:

The World Health Organization (WHO) estimates that 80% of all disease in the world is attributable to inadequate water or sanitation. Many hours are spent daily in the search for water. Clean water is a precious gift that most of us in the United States take for granted.

Objectives:

To understand that all living things depend on the environment.
To increase awareness of how people's actions affect the environment and the lives of others.

Time: Two or three class periods

Materials:

UNICEF's WORLD--UNICEF's GOAL: SAFE WATER FOR ALL
WATER AND HEALTH: THE FACTS
FACT SHEET ON WATER
UNICEF film: "Journey for Survival" (Film avaliable free from UNICEF in Atlanta (404)233-9429 or N.Y.(212)686-5522)
16 mm projector
Discussion Guide to "Journey for Survival"

Procedure:

SESSION 1

1. Distribute reading UNICEF's GOAL: SAFE WATER FOR ALL. Ask the students to read the newspaper.
2. Discuss the stories and how your local community reacts to periods without rain or flooding in your area.
3. Allow time for students to work and discuss the crossword puzzle on page 4.

SESSION 2
1. View and discuss the film, "Journey for Survival," using discussion guide.

2. Prepare your students to carryout the home exercise--"Water is Precious."

SUGGESTED PROCEDURES

To the Teacher: This unit helps students to appreciate the importance of water to living beings and the need to use it carefully in the local community and throughout the world. Students will also learn about the need for co-operation and what UN agencies are doing to help preserve the environment. Several different aspects of the topic are presented here. You will know best which are most relevant to your local situation and what resources and activities to use.

To the Students:

Part 1. The Need for Water

A. Water is precious--home exercise

1. When you reach home today, measure into a container 6 litres of clean water. This is the amount of water used daily by each person in some places in the world today; it might be your share of the world's water when you are 30 years old.

These 6 litres (1.576 gallons) of water are all the water you may use for the next 24 hours. Don't forget: you cannot use any other water for any of your needs at home, in school, or elsewhere. Tomorrow in class we will discuss how you are using the water.

Session 3

Analysis of the results of the home assignment

Make a list of the uses you are making of your 6 litres of water and group the items into the following categories:

- basic needs (i.e., drink)
- cleanliness (i.e., washing self, utensils, clothes, sanitation)
- livelihood (i.e., animals, plants and objects which need water for their production)
- pleasure (i.e., cooling, recreation, beauty-fountains, etc.)

Did you find ways to extend your 6 litres? (by re-using the water, by combining yours with somebody else's share, etc.)

How would your way of life be changed if you had to live on less water?

Is water becoming scarce in the world?

In your home exercise you have seen how precious water can be when it is scarce. Is it possible that there might some day be too little water for the earth's people? One of the UN's jobs is to investigate such questions.

An international inquiry

During the International Hydrological Decade (1964-74) UNESCO conducted a world-wide study of water resources. Through 60 projects scientists from 108 countries studied how much water is available for human beings, where it is found, how it is used, and how much will be needed when the population doubles.

## DISCUSSION GUIDE TO "JOURNEY FOR SURVIVAL"

The purpose of this guide is to encourage a more perceptive use of the film "Journey for Survival" among students and adults. Activities based upon the concepts of scarcity, survival, the quality of life and interdependence have been designed to sharpen observations and stimulate a thoughtful and sympathetic analysis of the film. Strategies designated with and asterisk (*) have been developed specifically for use with student groups.

### SYNOPSIS

Drought, famine, and the absence of life-giving water haunt much of the world's population. The constant, wearying quest for water keeps the people of many nations from achieving any real economic, social or educational advancement. Too often, however, scarcity is not the only problem; contamination further reduces the world's meager supply to the point that water, the life-giver, becomes water, the relentless killer.

Adequate sanitation is needed if the deadly cycle of disease--from man or animal to excrement to man--is to be broken. The means to make safe drinking water and sanitary conditions available to people throughout the world do exist. Often, simple technology is the answer.

Today, for the first time in history, an international effort, based upon national and local commitments, has been undertaken to bring water to the entire world. As part of this effort, the United Nations has declared 1981-1990 as the International Drinking Water Supply and Sanitation Decade.

### OBJECTIVES

As a result of viewing "Journey For Survival" and the completion of suggested activities, viewers will:

- become aware of the size and scope of the world's water and sanitation problem;
- recognize the relationship between clean water and sanitation and the overall quality of life for families and communities;
- sympathize with individuals and families who are struggling for survival when faced with inadequate drinking water and sanitation;
- understand that local, national and international co-operation is needed if solutions to these problems are to be found.

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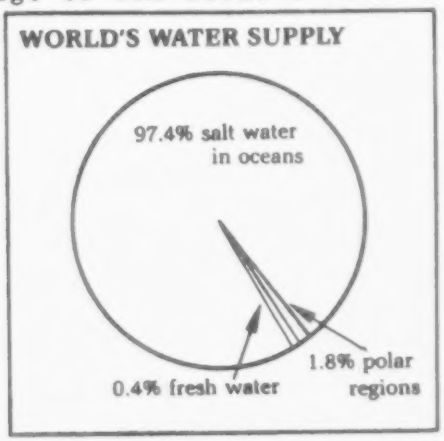
## DISCUSSION TOPICS AND ACTIVITIES

SCARCITY-Water is not equitably distributed throughout the world. For half the world's population, reasonable access to a safe and adequate supply of drinking water is still more wish than reality.

* Examine the graph below and answer the following questions:

Water covers about three-quarters of the earth's surface; where is most of this water located?

What percentage of the world's water supply is comprised of fresh water?




* Using almanacs and atlases, have students locate on a world map:

- o areas of heavy rainfall;
- o areas of moderate rainfall;
- o areas of light or no rainfall.

* Next have them locate on the same map the following countries featured in the film: Tanzania, Ethiopia, Yemen, India, Peru, Bangladesh, and Nepal.

In which areas of the world is water scarcity the greatest problem? In which areas the least?

In addition to water scarcity, what other problems are associated with the world's water supply?

What is life like in communities where water is scarce?

To what extent does the burden of water scarcity fall the hardest upon women and children?

What is the relationshiop between water scarcity and human health? Water scarcity and human productivity?

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UNICEF'S WORLD

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# UNICEF's Goal: Safe Water for all

Of all nature's resources, water is the most precious. Without it, no living thing can survive. You could go for weeks without food, but you would die in a few days without water.

Fortunately, most of us get all the water we need. Even today, while water shortages affect many parts of the U.S., we are not in danger of the severe droughts so common in other parts of the world.

Just as important, our water is safe to drink, cook and bathe with. But millions of people, most of them living in the developing world, are not so lucky.

Many of these people live in desert areas where there is hardly any water at all. Imagine having to walk six miles every day just to reach a watering hole, and then walking six miles back carrying a heavy bucket of water.

And when droughts strike these already parched areas, the situation becomes very desperate. In Djibouti, a country in east Africa currently suffering a terrible drought, little children are allowed only one small glass of water per day; adults, one every two days.

But even those people in the developing world who live where water is plentiful have serious problems. First, the kind of water and sanitation systems we take for granted simply do not exist there.

When these people need water, they fetch it from a river or pond or just a nearby puddle. This same water is used for drinking and cooking, for bathing, and for washing themselves and their animals. It is easy for this water to become impure and to cause diseases among the people who use it.

And there is another problem, too: the lack of sanitation systems. Imagine what your life would be like with no bathroom. Instead, imagine having to use the same pond and river you drink from. What would happen is that the disease-causing germs that live in human waste, and which you get rid of by going to the bathroom, would re-enter your body via impure water.

UNICEF and other United Nations organizations have always recognized the vital link between safe water and good health. This link is so important that the United Nations has declared 1980-1990 the "International Drinking Water Supply and Sanitation Decade." The goal of this worldwide effort is to provide safe water and sanitation for everyone by 1990.

To accomplish this goal, UNICEF and other UN bodies will follow a five part plan of (1) community participation, (2) education, (3) job-training, (4) choosing the right methods and equipment, and (5) maintenance.

Each of these steps is equally important and must work together for the plan to succeed. Community participation is important because it is the only way to make sure everyone's needs are met. Education is vital because many people in the developing world do not know that safe water means better health.

And job-training is necessary because people must know how to operate their new water and sanitation systems. Also,

ICEF 8475/Campbell/Sudan

choosing the right methods and equipment is important because every situation is different. For example, one village may need pipes to reach a faraway river, while another may need a drill to reach water trapped underground.

Finally, water and sanitation facilities are only as good as the maintenance they receive. It is not enough to just provide pumps; someone has to know how to keep them running.

UNICEF is committed to making the Water and Sanitation Decade a success. In fact, providing safe water has long been one of UNICEF's primary tasks, and in 1979 the Children's Fund did just that for over 15 million people in 90 countries.

You can help by thinking about the millions who lack safe water whenever you pour yourself a glass. And if you want to help some more, turn to the back page and read "A Little Goes A Long Way With UNICEF." Your effort today can mean a healthier and happier tomorrow for kids just like you in more than 100 of the world's poorest countries.

# Water - Bearer to a Thirsty World

by Richard M. Harley
Staff Correspondent of
The Christian Science Monitor

ICEF 8140/Danois

*Children from a village in Pakistan enjoy fresh water from their new tap, provided with help from UNICEF.*

ICEF 7465

*Clean water from a new pump means healthier and happier lives for Bolivian children and millions more like them throughout the developing world.*

To his family back home in Florence, Italy, Fausto Bertoni will always be the familiar, friendly "Nino." But to villagers in the east African desert, he is a legend.

In fact, wherever he is on the move, from the Sudan to Afghanistan, from Djibouti to Pakistan, legend is in the making. For Nino Bertoni is a master at turning up that treasure so desperately sought in many parts of the world: *clean water.*

That's why UNICEF scooped him up ten years ago. And it's why his skills are even more in demand now. In November 1980, the United Nations launched the "International Drinking Water Supply and Sanitation Decade." This is a worldwide effort to provide safe water for *everyone* by 1990, and Nino is one of the people who will make this possible.

"Finding water for people—it's in my blood," Nino says. "It's a constant enjoyment to provide water for these unfortunate people who seem so helpless, but whose lives can easily be improved with our help.

"During my 18 years in the Sudan I enjoyed it virtually every day—traveling with my staff, meeting the villagers, striking water, seeing the life of communities totally changed overnight by the water and the people so happy for having it. This happens everywhere."

Now a senior water-supply officer in UNICEF's corps of 120 experts in 40 countries, Nino lives, eats, and sleeps the cause of water. For him, water is a lifeline to the future of world development—a lifeline that is unappreciated in lands where safe water is taken for granted.

For millions of people, just finding water demands a lot of hard work. In developing countries, women are given the task. Many spend up to six hours a day searching for and then carrying the water home in huge pots on their heads. In the African country of Tanzania, some women have to walk 15 miles daily in search of water.

And hundreds of millions still draw water from open wells or pools that are impure or infested with insects.

According to the World Health Organization, 80 percent of all diseases are water-related. "Yet for all the millions who suffer daily from unsafe water," Nino stresses, "vast reserves of pure water are virtually everywhere to be harvested—if you can only get to it."

Only one fifth of the fresh running water is on the earth's surface. The rest lurks underground, seeping in vast quantities into giant cracks in mountains, or gathering in basins deep beneath the surface.

This is the world that excites Nino and his coworkers. Nowadays they cut through earth with equipment ranging from hand-held tools to giant drills.

Pipes are different, too. Once made of metal so heavy only a tractor or helicopter could move them, they now come in durable plastic light enough to be hand-carried by villagers.

With such technologies and enough investment from the countries of the world, it is possible that safe water and sanitation for the developing world could become more than a dream.

Nino remembers when he and a team of 15 technicians arrived at Wad-

ICEF 8719/ Vollan

*Refugee women in Ethiopia dig deep below dry riverbeds in search of precious water.*

ICEF 8150/ Danois/Indonesia

*Contaminated water gathered from puddles and gutters is a leading source of disease.*



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banda, a village in northern Sudan.

"We were met by a tall turbaned chief in a white robe with gold trim. He led us to our hut, where a sheep was tied—a gift of welcome and food.

"The remarkable thing," Nino says, "is that water is so important to these people that they celebrate everything you do at every stage. A sacrifice was immediately made on the spot where the well would be drilled. We were treated to a feast of roasted sheep."

For years, villagers of Wadbanda had dug hundreds of open wells. But the rewards had been scanty. Digging down about 30 feet, they would reach water-soaked sand, hollow out a hole, and let water seep into it. But once about four gallons was scooped out, the well-digger would have to wait another hour before enough water collected again.

As tribesmen were forced to dig deeper and deeper into wetter and wetter sand, the dangers increased. Many a villager was lost to cave-ins. And during the dry season, the entire village had to pick up and migrate to the Nile River.

"This is why when we struck water and got the wells going in several weeks, it was not just the leaders but the entire village that came out in celebration," Nino says with a warm grin.

"Dancing, drumming, singing went on all night. As we sat with Wadbanda's elders, a huge pot of food was placed before us. In traditional African fashion, we reached in with our hands, drawing out pieces of meat and chicken in a rich mixture of honey.

"You can imagine that with two new water wells, a pump house and storage tank, life would never be the same again. Water could be drawn up at 2,000 gallons per hour, 24 hours per day, and stored."

In the Sudan alone, Nino and other UNICEF engineers have installed 300 wells bringing safe water to 150,000 people.

Studying the situation and providing the right kind of help is the job of Nino and his team. But this is only the beginning. Once wells and pumps have been installed, they have to be kept in working order.

Meanwhile, Nino and his elite corps of engineers continue to travel the earth to water its driest places. For the man known as "Nunu" and the thousands of people who have benefited from his work, it is a career they wish would never end.

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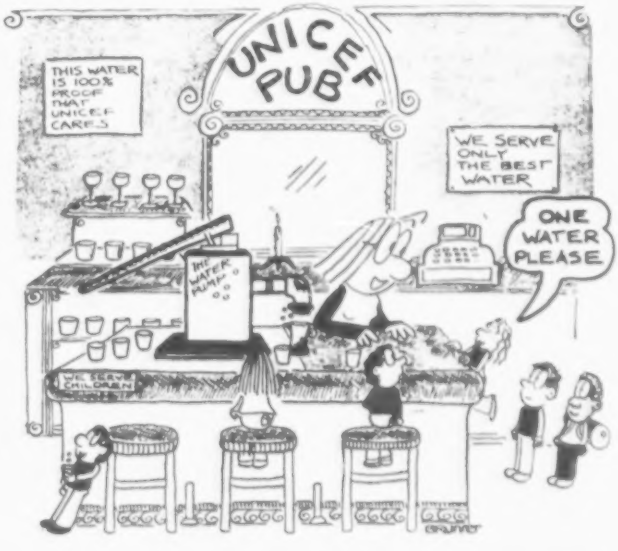
UNICEF PUB
THIS WATER IS 100% PROOF THAT UNICEF CARES
WE SERVE ONLY THE BEST WATER
ONE WATER PLEASE
THE WATER PUMP
WE SERVE CHILDREN

THE DEVELOPED WORLD SPENDS $100 BILLION A YEAR ON ALCOHOLIC BEVERAGES WHILE UNICEF HAS ONLY $131 MILLION AVAILABLE FOR ALL WATER PROJECTS.

**ANSWERS TO CROSSWORD**

| ACROSS | DOWN |
|---|---|
| 1. SAFE | 1. SEA |
| 2. WATER | 2. WAVE |
| 4. ICE | 3. RIVER |
| 5. OCEAN | 6. CLEAN |
| 7. RAIN | 8. ATLANTIC |
| 10. FRESH | 9. NO |
| 11. SALT | 11. SOURCE |
| 12. DRINK | 14. PIPES |
| 13. EVAPO-RATE | |
| 15. DROP | |

# Facts About Water and Sanitation

■ There are two billion (2,000,000,000) people living in the developing world. Three fifths of them have no clean water supply; three fourths have no kind of sanitary facility.

■ In the developing world, the burden of fetching water falls on women and children. The trip may take up to six hours. For children, this means no time for school. For women, it means less time to care for home and family; no time for jobs or education; and long, exhausting days carrying heavy loads.

■ It is estimated that most (80 percent) diseases are water-related. These diseases are caused by using impure water for drinking, cooking, and washing; by a lack of sanitary facilities; and by germs and insects that live in or near water. Most of these diseases no longer exist or are controllable in countries such as the U.S. But in the developing world, they can become killers. Ten million people die every year from water-related diseases.

■ About 15 million children below the age of five die each year in the developing world. The lack of safe water and sanitation is a major factor in these deaths. If everyone had safe water and sanitation, the number of babies who die every year could be cut in half.

■ In developed countries, we take our water supply and water disposal systems for granted. But they cost about $1,000 per house to install. Most families in the developing world earn less than $300 *per year*. For these families, the bathrooms and running water we could hardly live without are luxuries they only dream about.

■ Besides cost, ignorance and sometimes even taboos (rules that can't be broken) keep people in the developing world from having sanitary waste disposal systems. Instead, they have to use lakes and rivers, from which they will later draw their water, or just open fields. Disease-causing insects and germs thrive on human waste, and they infect people through contact with impure water or food.

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# Africa is Crying Out for Help

A very serious crisis threatens the lives of twenty million people in nine African countries. At least half of those in danger are children.

For two years now, the situation has grown steadily worse and could turn into one of the worst tragedies in history — unless the rest of the world does something to prevent it.

What has caused this crisis? There are many different reasons, but the main problems have been war, drought, and famine.

War has made Somalia a nation of refugees, and drought and famine have pushed the victims' misery to the breaking point. Ethiopia, which borders Somalia, is also suffering from years of war and now drought and famine.

Tiny Djibouti, sharing the Horn of Africa with Somalia and Ethiopia, is overflowing with refugees and is also caught in a terrible drought. And Uganda, once one of Africa's most productive countries, is now suffering from drought and famine.

The hardships being endured by Angola, Chad, the Central African Republic, Sudan, and Zimbabwe could also turn into catastrophe. For these hard-pressed countries, several of them only recently independent, conflict, drought, and famine have become a way of life.

As it has so many times before, UNICEF is working hard to give help where it is needed most. Besides its regular programs in Africa, UNICEF has launched a multimillion-dollar emergency relief campaign for especially hard-hit areas.

UNICEF assistance has been saving lives throughout the African crisis, but everyone's help is needed. It will be a long, long time before things even start to get back to normal.

But for 20 million African men, women, and children, there will be no future unless the world acts *now*. Africa is crying out for help, and our response is a matter of life or death.

ICEF #5547/Vollan/Somalia

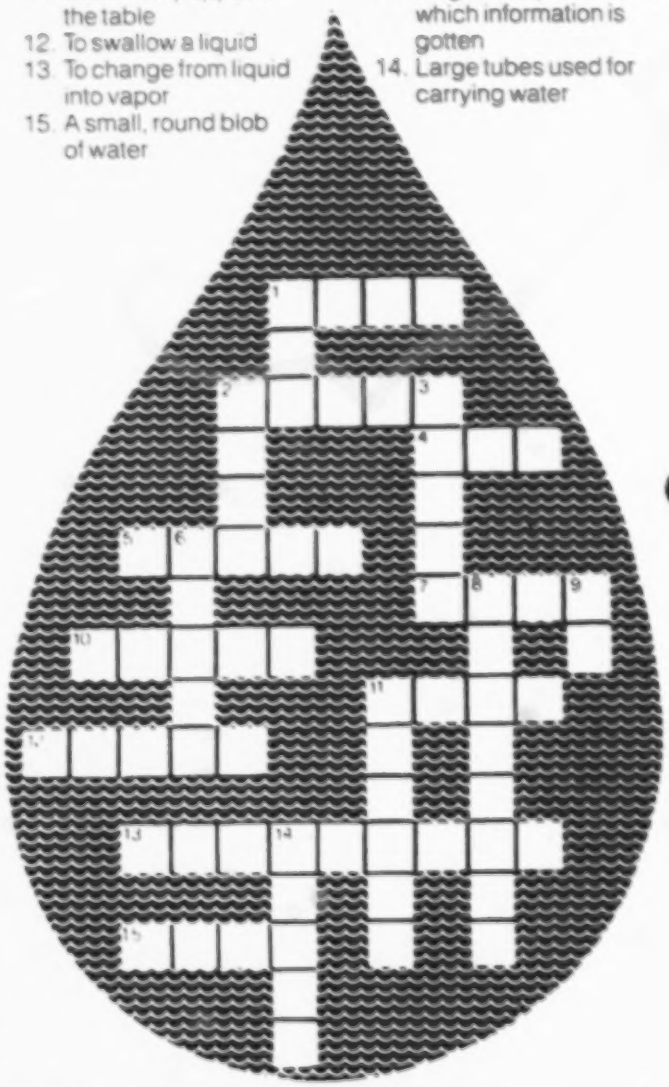
## WATER CROSSWORD PUZZLE

ACROSS

1. Free from danger
2. A liquid all living things need to survive
4. Frozen water
5. Large body of salt water
7. Water that falls from the sky
10. Type of water in a lake or pond
11. Goes with pepper on the table
12. To swallow a liquid
13. To change from liquid into vapor
15. A small, round blob of water

DOWN

1. A body of water
2. Movement on the surface of water
3. A large stream
6. Opposite of dirty
8. Name for the large body of water between North America and Europe
9. Opposite of yes
11. Origin, or a place from which information is gotten
14. Large tubes used for carrying water



## A Little Goes a Long Way with UNICEF!

| With only this much | UNICEF can provide |
|---|---|
| 10¢ | a vial of penicillin to treat a child's infection caused by using unsafe water. |
| $1.00 | 100 chloroquine tablets to control malaria, caused by mosquitoes living near swamps, lakes, and rivers. |
| $1.90 | ten feet of rigid plastic pipes for a community water supply project. |
| $5.00 | baby fish to stock a village pond. |
| $6.00 | ten feet of iron water pipes for use where plastic pipes will not work. |
| $10.57 | a first aid kit and instruction book. |



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# Water and health: the facts

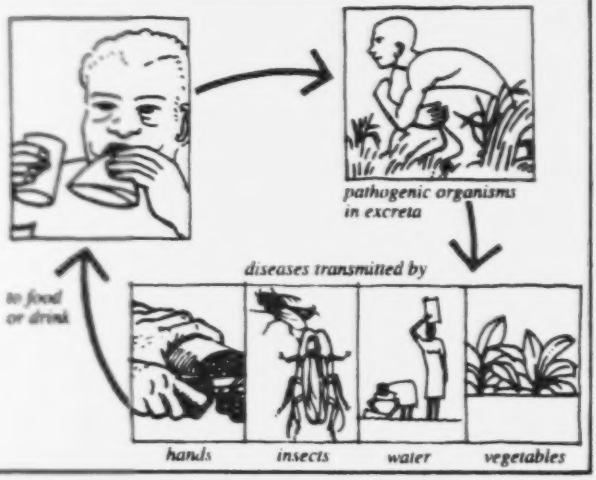
## Water, sanitation and sickness

WHO estimates that 80 per cent of all disease in the world is attributable to inadequate water or sanitation. This includes the effects of drinking contaminated water, water acting as a breeding ground for the carriers of disease, and disease caused by lack of washing.

### Waterborne diseases

**Spread by:** drinking water contaminated by faeces, consuming food washed in contaminated water, washing hands, face, or utensils in contaminated water
**Examples:** typhoid, cholera, dysentery, gastro-enteritis (diarrhoea), infectious hepatitis.
**Action:** improve water quality; prevent use of impure water sources; boil drinking water.

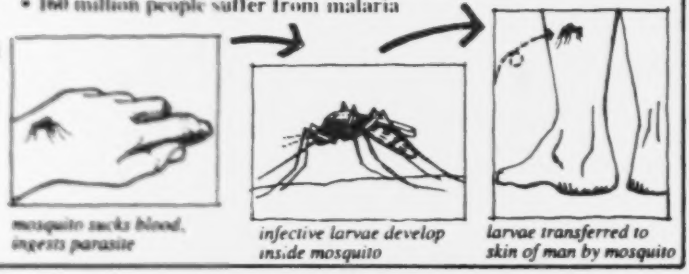
- **6 million children under five die from diarrhoea every year**
- **100 million people suffer from diarrhoea at any one time**




### Water-insect-related

- **160 million people suffer from malaria**

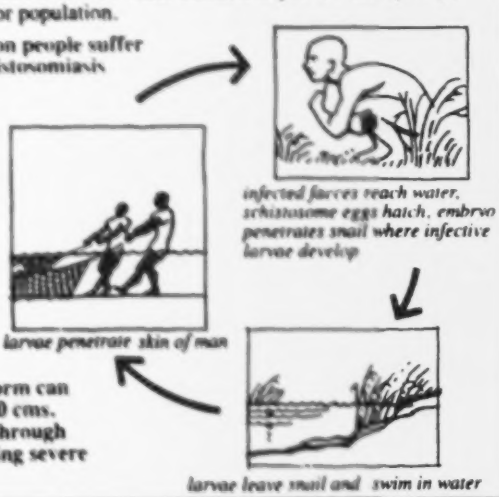
**Spread by:** insects that breed in water or bite near it.
**Examples:** sleeping sickness (tsetse fly), malaria and yellow fever (mosquito), river blindness (blackfly).
**Action:** improve surface water management, destroy insect breeding sites.


mosquito sucks blood, ingests parasite
infective larvae develop inside mosquito
larvae transferred to skin of man by mosquito

### Water-based diseases

**Spread by:** invertebrate organism living in water which acts as the vector (carrier).
**Examples:** schistosomiasis (bilharzia), transmitted by snails; guinea worm, transmitted by a microscopic waterflea.
**Action:** decrease need for water contact; improve water quality; control vector population.

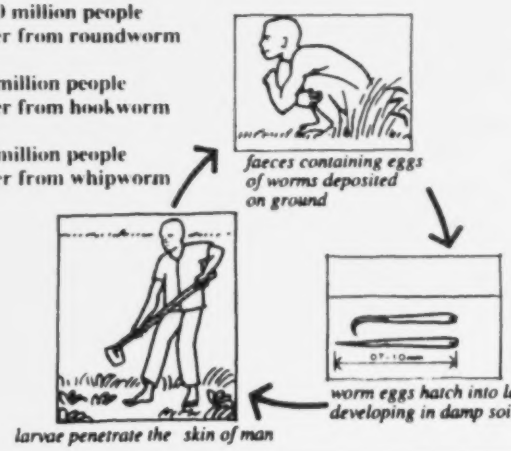
- **200 million people suffer from schistosomiasis**
- **guinea worm can grow to 80 cms. emerges through skin causing severe pain**


infected faeces reach water, schistosome eggs hatch, embryo penetrates snail where infective larvae develop
larvae penetrate skin of man
larvae leave snail and swim in water

### Diseases from poor sanitation

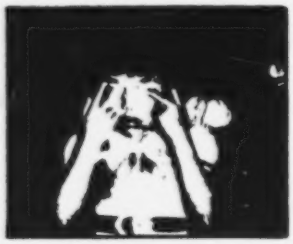
**Spread by:** infectious agents in human excreta which lodge in soil, or are washed into water source; can be transmitted by consuming polluted water or food or by body contact.
**Examples:** hookworm, roundworm, whipworm.
**Action:** improve excreta disposal.

- **1,000 million people suffer from roundworm**
- **800 million people suffer from hookworm**
- **500 million people suffer from whipworm**


faeces containing eggs of worms deposited on ground
worm eggs hatch into larvae developing in damp soil
larvae penetrate the skin of man

### Water-washed diseases

- **500 million people suffer from trachoma** ICEF 2674



**Spread by:** inadequate water, or impure water, used for personal hygiene.
**Examples:** skin diseases: scabies, leprosy, yaws; eye diseases: trachoma, conjunctivitis.
**Action:** improve water quantity, accessibility, and improve hygiene.

- **skin diseases effect millions more** ICEF 6884

Source: Water, Sanitation, Health – for All? Earthscan, 1981; Water, Wastes and Health in Hot Climates, John Wiley and Sons, 1977; Rainbow without Water, SIDA, 1980



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# FACT SHEET ON WATER

## The amount of fresh water

If the earth were the size of a large orange, all its water, whether suspended in the air, under the earth, or in the oceans, seas, lakes and rivers, would amount to no more than a tiny drop of water. About 97% of the drop would be salt water from the world's oceans and seas. The remaining 2 or 3%, smaller than a pinhead, would consist of the fresh water which is vital for human life.

Of these fresh-water resources 75% is frozen in the ice at the North and South Poles. Most of the rest is in or under the soil and less than 1% is actually available for human use in streams, lakes, swamps and springs.

## Increased use of water

People can live 40-50 days without food, but only 4 days without water. People today vary in how much water they consume per day; in some places each person averages 5 litres, in other places 210 litres.

People are using far more water today than they did 75 years ago. Not only are there more people but most of them use three times as much water for personal use as their grandparents did (i.e., flushing a toilet uses 25 litres).

In cities much more water is used (cities now use 1500 cm per second). To meet their needs most cities must clean water from sewers and reservoirs, but with current cleaning methods, this cleaned water must be diluted with fresh water.

---

The greatest increases come in the water consumed in agriculture and industry:

| | 1900 | 1975 | 2015(est.) |
|---|---|---|---|
| World population(in millions) | 1,670 | 4,000 | 8,000 |
| World water consumption(total per year) | 400km | 2,800km | 8,500km |
| World water consumption for agriculture* (total per year) | 350km | 2,100km | 4,700km |
| World water consumption for industry** (total per year) | 30km | 630km | 2,750km |

*4500 tons of water are needed to produce 1 ton of rice
**10,000 tons of water are needed to produce 1 ton of cotton fibre: a thermal power station needs 1.2-1.6 billion cm of water to produce 1 million kilowatts.

---

## Conclusions

What do these facts say about the need for water? Here are some conclusions reached by the scientists in a UNESCO study of world-wide water resources.

There is only a limited amount of fresh water available for human use. In densely populated areas this is being used up faster than it can be replaced by the natural water cycle.

If nothing is done, water resources in the world's populated areas will be almost exhausted by the year 2015. In certain regions they will already be exhausted by the year 2000. The threat is especially great in Europe; with only 7% of the world's fresh water, it has 20% of the world's population; and a hugh consumption of water for personal, agricultural and industrial uses. Asia, with 60% of the world's population, has only 30% of its water reserves.

Adapted From: World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education, U.N. 1983.



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# Unit Five
# Follow-Up

UNIT 5 FOLLOW-UP

INTRODUCTION:

The following activities give the students an opportunity to act on information presented in the preceeding units. There are individual, classroom and research activities that relate to food and hunger.

"World Hunger: Activities for Children K-6", and "World Hunger: High School Study Guide and Resource List", were distributed by the National Committee for World Food Day. They contain suggestions for additional activities and resources.

The length and scope of the activities vary. Choose those most suitable for your class.

- o INSA Haitian Goat Improvement Project
- o Arm Circumference Bands
- o Individual Activities
- o Research Activities
- o Classroom Activities
- o World Hunger: Activities for Children K-6
- o World Hunger: High School Study Guide and Resource List
- o Ways to be Involved: INSA
- o Do Something! UNICEF

# Haitian Goat Improvement Project

For more information please contact:
INSA
P. O. Box 15086
Atlanta, Georgia 30333
(404/634-5748)

INSA

- INSA has the facilities and people in Haiti to implement the goat project because of its community Health Worker Training Program.
- Winrock International — an international organization specializing in helping in animal agriculture — will provide technical assistance from its Goat Multiplication Center at Hinche in Haiti.

## The Project

INSA is providing the training and improved breeding stock necessary for upgrading the native Haitian goat population. The protein added to the Haitian diets from the milk and meat products of these superior goats does much to improve the health and nutrition of the whole family. In addition, farmers' annual incomes increase when they sell products from these goats.

## Why Goats for Haiti?

- Over half of Haitian women and children are malnourished. Only 2 cups of goat's milk each day per person would provide them with the extra protein they need.
- Goats require only 15% as much land as a cow. Goats are well suited to the Haitian climate.
- Goats are tough, hardy, agile, and intelligent. They can look after themselves if necessary.
- Goats are usable down to the whiskers:

  FOOD — milk, cheeses, yogurt, butter, and meat

  LEATHER — Gloves, tents, jackets, shoes, and waterbags from hides

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An inexpensive way to become involved is by making arm circumference bands for use in INSA's projects around the world. Mail them to:

INSA
P.O. Box 15086
Atlanta, GA 30333
(404) 634-5748

**PATTERN for Making ARM CIRCUMFERENCE BANDS for use of health workers in the measurement of young childrens' arms in determination of degree of malnourishment**

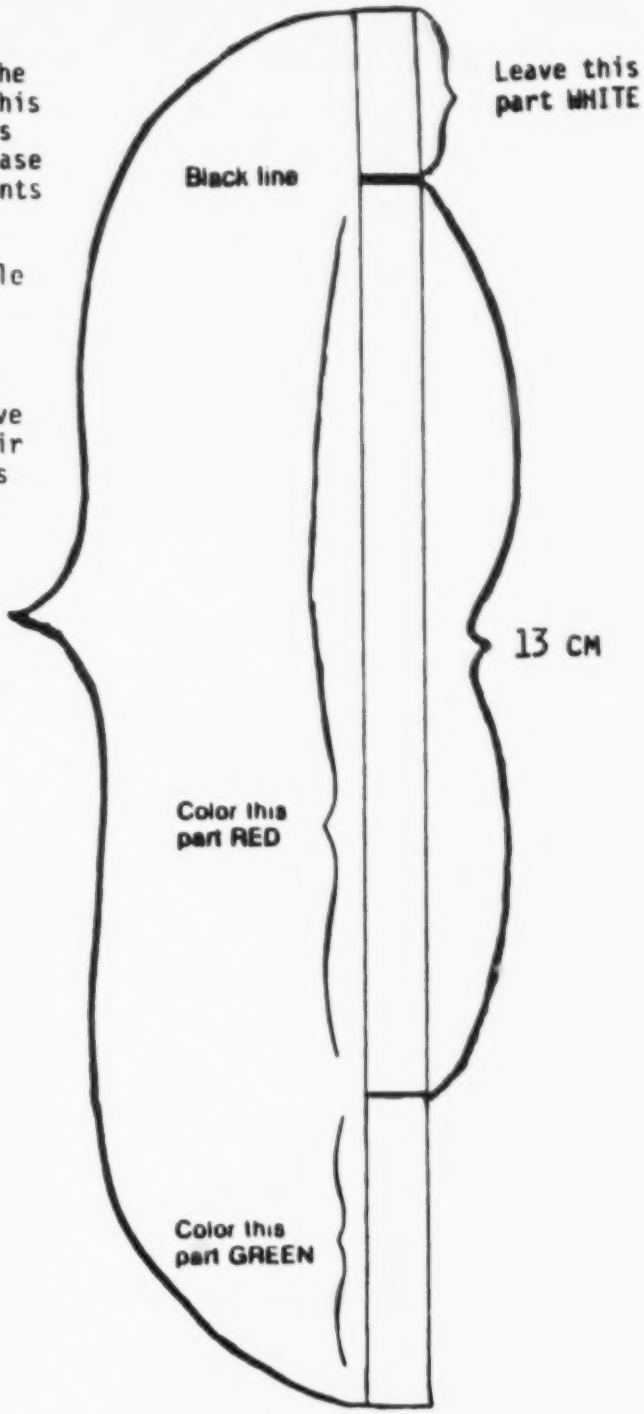
**USE PERMANENT INK MARKING PENS to color the red part, green part and black line. This pattern measures exactly the centimeters needed for uniform measuring bands; please follow the drawing's accurate measurements**

CUT basic 20 cm strip from sturdy, pliable plastic material, white or clear

When babies are about 1 year old they have quite a lot of fat under the skin of their arms. When they are 5 years old there is much less fat and more muscle. But the difference around the upper arm (the circumference) remains almost the same between the ages of 1 and 5 years. If a child is malnourished, the circumference is reduced. By measuring the middle of the upper arm of children above the age of 1 year, using one of these arm circumference bands, one can find out whether a child is malnourished or not.

If a child measures in the GREEN, he is well nourished.

If in the RED, the child is too thin.




(INSA-DEP Project: Adapted from Finding the Causes of Child Malnutrition by Judith E. and Richard C. Brown, copyright-Task Force on World Hunger, Atlanta, 1979)

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## WAYS TO BE INVOLVED

**YOU:** Choose to begin to do something to end hunger. If 10,000 people die each day from hunger, how can one person make a difference? If they die one at a time, we can help them one at a time. Begin by being informed. Choose a book on the subject and READ. Subscribe to SEEDS, 222 East Lake Drive, Decatur, Georgia 30030, Phone 404/378-3566. Work in a soup kitchen or night shelter, volunteer your time at the Atlanta Community Food Bank. (Phone 404/892-9822.)

**YOUR FAMILY:** Simplify mealtimes, eat less meat. Donate the money saved to a project to relieve hunger. Involve the family in meal planning and preparation. Center celebrations around being together instead of on elaborate meals. Join a food co-op. Shop at a farmer's market. Plant a garden at home or in your neighborhood.

**YOUR CHURCH: AND COMMUNITY** Join a group for study or action that will explore the issues of hunger and poverty. Support your own donomination's hunger response group through contributions of money and time. Seek support from others in your work of responding to hunger. Pray, meditate on the problem.

**YOUR GOVERNMENT: STATE, & NATIONAL** Encourage school officials to include world hunger issues in the curriculum. Ask what local government is doing to end hunger in your community. Find out what is going on at the state and national level regarding legislation. Contact your Senators and Representatives. Join Bread for the World, a Christian Citizen's Movement that works to reduce hunger by influencing public policy. (6411 Chillum Place, N.W., Washington, D.C. 20012.)

**YOUR WORLD** Contact an international development group that is working to alleviate hunger and poverty and discover how you can become involved. Share your resources and talents with a group like INSA--an Atlanta-based international health development organization. (P.O. Box 15086, Atlanta, Georgia 30333, Phone 404/634-5748.)

INSA

INSA Development Education Project
P. O. BOX 15086
ATLANTA, GEORGIA 30333
PHONE 404-634-5748

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The following ideas for involvement are from UNICEF and are suitable for young people.

# DO SOMETHING!

*"Children can't stand still and wait"*

***SPREAD THE WORD***
***ABOUT THE SILENT EMERGENCY***

Write to political representatives and elected officials

**Poster and essay contests**

Investigate available services for young people

Work with various community groups,
volunteer in community projects

Sponsor fund-raising activities
Walk, bike, read-a-thons,
car washes, bake sales,
talent shows, hire a kid, etc.

***GET INVOLVED***

Write letters to the editor

Invite informed speakers to your group meetings

Discuss issues in different clubs, classes, meetings of religious groups

Join in the efforts of organizations already trying to improve the status of children

*Begin a "Did you know?" campaign in your school, club, town newspaper, local radio station, town meeting hall. Each day, or at regular intervals, make known how things are. For example:*

*1. "The world's military spends the equivalent of UNICEF's annual budget EVERY FOUR HOURS!"*

*2. "A child's life was worth less than $100 in 1981." Use concrete facts that you uncover during the investigations. Remember, recognition of a problem is the first step towards its solution.*



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## Individual Activities

1. For a period of one month, keep a log of T.V. shows or news reports that deal with hunger and poverty. Clip magazines and newspapers for articles related to food development and hunger and poverty.

2. Look at your social activities and document how food and eating relate to the "social" things you do.

3. Visit at least ten vending machines. List all of the "junk" food in machines. List all of the non-junk foods in machines.

4. Plan a day's menu using any ten T.V. food commercials or any ten magazine food ads.

6. Plan and prepare a meatless meal for your family.

7. Reduce your own pattern of consumption. Fast one day or one meal a week; give up sodas and junk food for a week. Donate the money you save to an organization helping to feed the hungry.

## Research Activities

1. Write an essay or a story telling how you believe life for your family would change if the total yearly income was $5,000.00.

2. How do taboos (rules that cannot be broken), traditions and religious teachings affect the eating habits of people around the world?

3. Determine the qualifications and procedures to receive food stamps and aid for dependent children. Find out what other state and federal programs assist the needy.

4. Report on one of the following topics:
   a. women and development
   b. hunger in America
   c. the infant formula controversy
   d. the "Green Revolution"
   e. the relationship between population, infant mortality rate and hunger
   f. the factors which contribute to world hunger
   g. are fad diets safe?
   h. can a young woman's diet affect future children she may have?
   i. muscle development as affected by diet and exercise.

FOLLOW-UP

Classroom Activities

1. Decide as a class the ten most essential food items needed for a healthy diet.

2. Have your class prepare and host a "Feast and Famine" Dinner:

   One-third of the guests receive a full course meal, typical steak-potato-salad and dessert served at a table decorated with flowers.

   Two-thirds of the guests eat rice and beans, sitting on the bare floor.

3. Illustrate with the use of M&M's the distributrion of wealth in the world. Divide your class into continental groups (with a class of 40 as an illustration).

| Countries | No. of Students | No. of M&M's |
|---|---|---|
| Asia | 24 | 5 |
| Africa & Middle East | 3 | 1 |
| Soviet Union | 3 | 5 |
| South America | 3 | 1.5 |
| Europe | 3 | 14 |
| North America | 2 | 11 |

   Ask your students how they feel about this distribution of M&M's.

4. Assign debate topics to groups of students. For example, some topics might be: "The United States should spend less on military expenses and more on aid to the hungry." "Hungry people outside the United States are not our problem." "Aid should only be given to those most likely to benefit from it." "In the light of the world population problem, U.S. foreign aid to the needy will only tend to increase the population of the hungry."

5. Arrange a class visit to a local soup kitchen. Student volun teers are often welcome to help prepare and serve food. If your community has a food bank, your class could sponsor a food drive at your school and help sort and deliver the food that is collected.

# WORLD HUNGER: Activities for Children K-6

| Activities | Related Resources |
|---|---|

## Hunger/Sharing

Activities designed to introduce to children a non-threatening way the idea of other children's hunger and how sharing may help.

| | |
|---|---|
| 1. Read fairy tales to young children to introduce them to ideas of hunger and over-consumption. Why did Hansel and Gretel have to leave home? What happened when Peter Rabbit ate too much in Mr. McGregor's garden? | 1. Hansel & Gretel; Peter Rabbit |
| 2. Feeling hungry. Show a film or filmstrip on hunger to entire class or to groups of students just before lunch period. Ask the children how they would feel if there was no lunch today. (Lunch will be available--this is to raise issue concretely.) Discuss children's feelings, both physical and emotional. Is it fair? | 2. What's Nice? Rice! (film strip) |
| 3. Apple game. Bring in 5 apples. Discuss with class different ways of distributing them:<br>o divide them equally<br>o give them to the 5 hungriest (how do we decide this)<br>o have a lottery<br>o sell to highest bidder (auction)<br>o save until we really need them | 3. Teaching about Food and Hunger |
| 4. Living on less than $100 a year. Introduce the subject: Poverty forces people to make choices in country where the annual income per person is $100 or less. Ask the class to say after the presentation how their families would live on $100 a year per person. What would they do without? Why? What would they eat? | 4. Living on Less than $100 a Year (Activity)<br>Remember Me (film) |

## How Others Eat

Activities designd to make children aware that there are many equally good, but very different ways of eating, and that people everywhere eat what they can grow, or catch or buy--as long as their culture defines it as "food."

| | |
|---|---|
| 1. Sharing our differences. Ask children to make food "shield" by drawing a big square or circle, dividing it with lines into sections and drawing pictures of:<br>o their favorite food<br>o a celebration food<br>o a food they like to prepare<br>o a special ethnic/cultural food their families eat<br>Have children share their shields, discuss individual and culture differences, resourceful ways people use what they have. | 1. "Food Shield" - Creative Food Experiences for children<br>What's Cooking (film)<br>Families, Food and Eating (film) |
| 2. What we don't eat. Provide children with the following list and ask them what these things are used for:<br>- horse - snake - squirrel<br>- eel - seaweed - camel<br>- guinea pig - dandelions - goat<br>- beetle grubs - fungus - termites<br>- cactus - ants - lily flowers<br>Tell children where these are used for foods and discuss why they are used (availability, cultural acceptability, good taste, intelligent use of resources). Why don't we eat these things? | 2. Most of the items are used as foods in many cultures; horses and eels in most of Europe, squirrel in our own south, goat and camel in North Africa, snake in most desert cultures, cactus in Mexico; many Asian cultures eat weed and fungus, many Latin American and African people relish insects (termite bodies contain, per ounce twice the protein of a sirloin steak; Guinea pigs are raised for food in South America. |
| 3. Edible wrappers. Have children bring to class or prepare in class different grain flatbreads: tortillas, chapatis, matzoh, pita, moosbu, crepes, blini (blintzes). Discuss commonality and different uses of these products. Emphasize that grains, not meat, are the principle foods in most people's diets around the world. | 3. Creative Food Experiences |

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| Activities | Related Resources |
|---|---|

## Waste

Activities intended to increase children's awareness of how much individuals and groups waste in rich countries like our own, and to help children think about how such waste might be reduced.

| | |
|---|---|
| 1. Thinking about waste. Ask children to remember the last food they wasted (left on plate or in glass/cup). Why was it left?<br>• are my eyes bigger than my stomach?<br>• how much is enough?<br>• What could I have used it for? (share, compost, save for snack? Take less?) | 1. "How Much Is Enough?" Hunger Activities for Children, (includes activities on basic needs: food, clothing, shelter)<br>"How Much Food Does a Person Need?" Enough Food for Everyone (filmstrip) |
| 2. Measuring waste. Cafeteria garbage monitoring project. Divide children into teams. Prepare scoring sheets and have them measure, weigh, count all food wasted in school cafeteria in a day. Can be modified for:<br>• personal garbage monitoring (see above)<br>• family garbage monitoring<br>• garbage diary | 2. Food Waste: Why We Should Be Concerned<br>"Trash Tells a Tale" (audio-visual) |
| 3. Turning garbage into gold. Use food waste from cafeteria to make compost. Use compost for classroom gardening project. | 3. Ladybugs and Lettuce Leaves |
| 4. Wasting water. Discuss with class ways in which we use water--for drinking, bathing, washing, cooking, watering garden & lawn, play (swimming pools, etc.)<br>• use per day per person:<br>- U.S. - 140 gallons<br>- Germany - 24 gallons<br>- India - 13 gallons<br>• bring in containers to show class how much this is per hour. How could we use less? | 4. "Water Use Booklet" - Hunger Activities for Children<br>"Wet and Wonderful" - Projects for Kids |

In response to teacher demand for World Food Day materials in 1981, two special consultations have been held - one in the United States and the other in Rome, Italy, at the headquarters of the United Nations Food and Agriculture Organization (FAO). As a result of these meetings we expect that there will be a number of initiatives and new resources developed in the years ahead. In the meantime, participants of the U.S. consultation have prepared this short activity and resource guide for immediate use. We hope you will find it useful.

The activities described on the left side of the page can be organized in the classroom without any additional materials. The resources listed on the right side of the page can be used to support these activities and others as well. The attached resource list, also developed at the Washington meeting, contains representative items from many sources. Teachers will have to use their own judgment in presenting them for class use. The National Committee for World Food Day does not offer a "seal of approval" but all those listed were cited at the consultation as reasonable for class use. Also, we cannot guarantee that all of them will be immediately available, especially if there is a sudden demand. Teachers should be prepared to use substitutues and their own ingenuity.

**National Committee for World Food Day**
**1776 F Street, N.W. • Washington, D.C. 20437 • 202-376-2306**



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# WORLD HUNGER: High School Study Guide and Resource List

| | Activities | Related Resources |
|---|---|---|
| **Fact-Finding** | Activities aimed at increasing students' awareness of some of the food-related issues. | |
| | 1. Comparative Expenditures. Have students find out how much the federal government spends each year on hunger problems in the world (Food Stamp Program, Overseas Development Aid, etc.) as compared to selected personal expenditures (cleaning and other household supplies, admission to spectator sports, etc.) in the nation. | 1. Educating for Peace and Justice: Global Dimensions<br>2. U.S. Foreign Policy and the Third World |
| | 2. Plan a Meal. Have students plan a meal for their family for one day/ week. Then do the same for a welfare poverty diet of $1.30 per day per person. | 1. Food: Where Nutrition, Politics and Culture Meet |
| **Values** | Activities to enable students to identify personal, national and international priorities for improving the quality of life. | |
| | 1. Values Continuum. Use the following statements, and others from individual resources, to determine a values continuum in the class.<br>* Most Americans, even the poor, have adequate food for a well-balanced diet.<br>* My own actions don't affect how much the poor get to eat.<br>* The presence of hunger and poverty in America indicates serious shortcomings in our national priorities.<br>* I don't think I'll ever be hungry.<br>* Hunger can limit people's ability to learn and be productive. | 1. Food: Where Nutrition, Politics and Culture Meet |
| | 2. Priorities Worksheet. Ask students to rank the following according to what they think are the most important in each level. Discuss.<br>A. Personal ___a satisfying job<br>___good health<br>___a lot of money<br>B. National ___a strong military defense<br>___a clean environment<br>___elimination of poverty in the U.S.<br>C. International<br>___stabilizing world population growth<br>___reducing the risk of war<br>___developing and utilizing the world's natural resources on a more equitable basis<br>___ending hunger in the world | 1. Food: Where Nutrition, Politics and Culture Meet |

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| Activities | Related Resources |
|---|---|

## Decision/Action

Activities intended to increase student understanding of ways to help.

| | |
|---|---|
| 1. Fact Sheet. Have students prepare a one page fact sheet on local/world hunger problems. Distribute to other classes, libraries, church groups, adult education centers, etc. (Consult local welfare department, state social security office, housing authority, health department, federal and United Nations' agencies) | 1. Food: Where Nutrition, Politics and Culture Meet |
| 2. World Food Day. Plan a consciousness-raising event in your school/community for World Food Day (October 16). This could include a talk by a guest speaker, student presentations, school-sponsored poverty meal, etc. | 1. Teaching About Food and Hunger - 33 Activities |

RESOURCES

Educating for Peace and Justice, A Manual for Teachers, Gallagher, McGinnis, McGiven & Schinzel, Institute for Peace and Justice, 3700 West Pine Street, St. Louis, Missouri 63108 1976

U.S. Foreign Policy and the Third World, Roger D. Hansen and Contributors Praeger Publishers, New York 1982

ALSO: See Attached Resource List

This high school Study Guide was developed by a volunteer teacher in the World Food Day office - 1982. The Resource List was prepared by Global Learning, Inc. following an Education Consultation sponsored by the National Committee for World Food Day. The National Committee does not rate or endorse the resources listed. Teachers must exercise their own judgment as to suitability for class use. Some of these materials may be in short supply so orders should be placed early.

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# Unit Six
# Resources

- World Food Day: Resource List for Teachers K-6
- Selected Resources on World Hunger and Responsible Living for 7-12 Grade Teachers
- Resources for Teaching About Food and Hunger
- Audio Visual Resource Guide on Development
- UNICEF Film Descriptions--Southeastern Regional Office
- Recipes

# WORLD FOOD DAY:
# Resource List for Teachers K-6

## Written Materials

1. Children and World Hunger, edited by Gus and Doris Wiencke, 1978, from Lutheran Church in America, Division for Parish Services, 2900 Queen Lane, Philadelphia, PA 19129.

   Variety of experiences on world hunger for children.

2. Creative Food Experiences for Children, Goodwin and Pollen, Rev. 1980, from Center for Science in the Public Interest, 1755 S Street N.W., Washington, D.C. 20009 ($12.95 hardcover - $5.95 softcover)

3. Development Education Materials from UNICEF, 331 East 38th St., NY 10016.

   UNICEF offers various materials for elementary classes about world economics and development. Low cost and many free.

4. Eclipse of the Blue Moon Foods: A Guide to Teaching Food Education, Petit and Weiss, 1979, from the Cooperative Food Education Project, 2066 Westwood Drive. Nashville, TN 37204.

   Provides information on food awareness to children including food preparation, gardening, food processing, labeling, advertising and prevention of health problems.

5. Food: Where Nutrition, Politics and Culture Meet - an Activity Guide for Teachers, Katz and Goodwin, 1976, from Center for Science in the Public Interest, 1755 S Street N.W., Washington, D.C. 20009 $5.50.

6. Food Waste - Why We Should Be Concerned, Datsun Action 1976, Nissan Motors, Meredith Corporation, 1916 Locust Street, Des Moines, IA 50336

   A variety of articles and activities related to becoming conscious of and reducing family and community waste.

7. From the Inside Out, Berhad and Bernick, 1979, from Learning for Life/HSH, 141 Tremont St., Boston, MA 20111 - $7.00.

   Presents information on fitness and food and nutrition plus food awareness.

8. Hunger Activities for Children, 1978, Three Ring Bible Learning from Brethren House Ministries, 6301 56th Avenue N, St. Petersburg, FL 33709.

   Various activities designed to raise children's awareness of world hunger.

9. Ladybugs and Lettuce Leaves, Project Outside/Inside Out, from Center or Science in the Public Interest, 1755 S Street NW, Washington, D.C. 20009.

   A practical gardening and environmental education curriculum for elementary students.

10. Living on less than $100 Per Year, activity in Food: Where Nutrition Politics and Culture Meet, (Order from No. 5 above)

11. Loaves and Fishes: A Love Your Neighbor Cookbook, Hunt, Herald Press, Scottdale, PA (800-245-7894) $5.95

12. Magic Circle, from Gardens for All, The National Association for Gardening, 180 Flynn Avenue, Burlington, VT 05401. $1.75

13. Mathematics and Global Survival, Richard H. Schwartz, Staten Island Community College, Sunnywide Campus, 751 Ocean Terrace, Staten Island, NY 10301. $10.00

    Practical examples of the relevancy of math skills to such global concerns as hunger--divided according to skill development areas.

14. Projects for Kids, 1982, from Church World Service, P.O. Box 968, Elkhart, IN 46515 (or contact local office) free.

15. Teaching about Food and Hunger - 33 Activities, Ortero and Smith, 1978 from Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, CO 80208. $9.94

    Provides 33 activities covering topics from personal nutrition to world hunger.

16. The Very Hungry Caterprillar and Other Stories about Food, Harris, Inverso and Needham, 1975, from Division of Health and Drug Education Services, Bureau of Health Education Services, the State Education Department, 55 Elk Street, Room 233, Albany, NY 12234 - single copies - free

    An annotated bibliography listing 100 books to stimulate a child's interest in nutrition and health.

17. What's to Eat? and Other Questions Kids Ask About Food, 1979 USDA Yearbook, Limited quantities available through office of your member of Congress.

    A unique and colorful book for children published by USDA during the International Year of the Child.

## Audio-Visual Materials

1. A Visit with Farmer Joe (film), 1975, from Journal Films, 930 Pitner, Evanston, IL 60202. Purchase - $165.00

   A visit to a dairy farm with side trips to a sheep and pig farm providing children with some idea of the origins of food.

2. Families, Food and Eating (film), Churchill Films, 662 N. Robertston Blvd., Los Angeles, CA 90069.

3. Enough Food for Everyone (6 filmstrips with cassettes), Imperial Educational Resources Inc., 19 Marble Avenue, Pleasantville, NY 10370. Purchase - $120.00

   How much food does a person need? - USA
   What is there to eat? - India
   Food, Water & Civilization - Egypt
   Food, the Land and the People - Mexico
   Food, the Environment & You - Japan
   Working Together to Solve the Food Problem - Tanzania

   Examines food and nutrition as a global concern

4. It's As Easy As Selling Candy to a Baby (film), 1974, from Action for Children's Television, 46 Austin St., Newtonville, MA 02160. Purchase - $185; Rental $25

5. More (film), from Church World Service, P.O. Box 968, Elkhart, IN, 46515 (2 minutes)

6. Remember Me (film), from U.S. Committee for UNICEF, available from Pyramid Films, P.O. 1048, Santa Monica, CA 90406.

7. Toast (film), 1974, from Bullfrog Films, Oley, PA 19547. Purchase - $180; Rental $18.

8. Trash Tells A Tale (slide set with cassette), Mapes and Harrision, 1977, from Visual Communication, 412 Roberts Hall, Cornell University, Ithaca, NY 14853. $17.25

9. What's Cooking? (film), 1979, from Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069. $250

   Children from 5 different ethnic origins participate in the preparation of meals traditional to their cultures.

10. What's Nice? Rice! (filmstrip, record guide and script) Friendship Press Bookstore, 475 Riverside Drive, Room 772, New York, NY 10115. Purchase - $7.50 plus .50 handling

    Set in India, filmstrip shows how hunger dominates lives of some children.

11. Where Our Food Comes From (4 filmstrips with cassettes), Paramount Communications, 5451 Marathon Street, Hollywood, CA 90038. $65.00

    Visits to fields of wheat, corn, a truck farm, orchard, cattle ranch and fishery show where a variety of food comes from.

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Above developed at a World Food Day Education Consultation, May 10-11, 1982. Some of these items may be available in limited supply so orders should be placed early.

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National Committee for World Food Day, 1776 F Street NW, Washington, D.C. 20437

## SELECTED RESOURCES

## ON WORLD HUNGER & RESPONSIBLE LIVING FOR 7-12 GRADE TEACHERS

### BOOKS

WORLD HUNGER

Causes & Issues

Brown, Lester, and Eckholm, Erik. By Bread Alone, New York: Praeger, 1974 ($3.95) Excellent resource for synthesizing information on root causes, scope, dimensions and prospects of world hunger.

George, Susan. How the Other Half Dies: The Real Reasons for World Hunger. Montclair, NJ: Allanheld, Osmun & Co. Publishers, 1977 ($5.95) Shatters the theory that technology and population control will solve the hunger crisis. Power and resource distribution and international trade are indicted as the perpetrators of poverty.

Gussow, Joan Dye. The Feeding Web: Issues in Nutritional Ecology. Palo Alto, Ca: Bull Publishing Co., 1978 ($9.95) Collection of articles from numerous writers demonstrating the complex connections between food and the environment, both natural and socio-political.

Lappe, Frances M., and Collins, Joseph. Food First. Boston: Houghton Mifflin Co., 1977 ($11.95) New York: Ballantine, 1979 ($2.75) Maintains that the earth has ample supplies of food for the total population. Creates hope that hunger-causing structures can be defeated.

Lerza, Catherine, and Jacobsen, Michael, eds. Food for People Not for Profit. New York: Ballantine Books, 1975 ($1.95) Acquaints the reader with the politics of food production and distribution.

Linowitz, Sol. World Hunger: A Challenge to American Policy. Headliner Series 252. New York, N.Y.: Foreign Policy Association, 1980 ($2.00) Concise, urgent and hopeful presentation by Chairperson of The Presidential Commission on World Hunger.

Presidential Commission on World Hunger. Overcoming World Hunger: The Challenge Ahead. Washington, DC: U.S. Government Printing Office, 1980 ($6.00) Findings and recommendations of a commission assigned to identify causes and "develop recommendations designed to significantly reduce world hunger and malnutrition." Abridged version also available.

Shoemaker, Dennis E. The Global Connection: Local Action for World Justice. New York: Friendship Press, 1977 ($1.25) Concrete information about our appalling global problems and specific suggestions for confronting them.

Simon, Arthur. Bread for the World. New York: Paulist Press, 1975 ($2.25) A general introduction to world hunger emphasizing the neglected role of public policy.

Williams, Paul, editor. The International Bill of Human Rights. Glen Ellen, CA: Entwhistle Books, 1981 ($3.25 paperback). Complete text plus full story of how this bill came into existence and what it means for our future.

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Schumacher, E. F. Small is Beautiful: Economics as if People Mattered. New York: Harper and Row, 1973 ($2.95) A statement of hope which makes common sense. A deliberate subversion of "economic science": calling its every assumption into question right down to its psychological and metaphysical foundations.

The Report of The Independent Commission on International Development Issues (Brandt Commission) North-South: A Program for Survival. MA: MIT Press, 1980 ($4.95) Recommends new models of interaction between the two hemispheres and proposes a detailed course of therapy.

RESPONSIBLE LIVING

Brewster, Letitia, and Jacobson, Michael F., Ph.D. The Changing American Diet. Washington, DC: Center for Science in the Public Interest, 1978. ($2.50) Order from CSPI, 1755 S St. NW, Washington, DC 20009. A clearly written account of what we are eating now and what Americans ate in the early 1900s, putting dietary changes in perspective.

Center for Science in the Public Interest. 99 Ways To A Simple Lifestyle. Garden City: Anchor Press/Doubleday, 1977 ($3.50) How-to advice for saving money and using resources more reasonably.

Simple Living Collective. Taking Charge. New York: Bantam Books, 1977. ($1.95) Members of the American Friends Service Committee offer practical suggestions for gaining control over our decisions and actions. Recognizes outside influences and explores support systems for change.

CURRICULUM GUIDES

Bread for the World Education Fund. When I Was Hungry. 1980 ($3.00) A hunger course for high school students in 12 lessons. Good coverage of the causes, issues and responses to world hunger. Accompanying teacher's manual ($6.00) and action packet ($2.00). Order from Bread for the World Education Fund, 32 Union Square East, New York, NY 10003.

Katz, Deborah, and Goodwin, Mary T. Food: Where Nutrition, Politics and Culture Meet. Washington, DC: Center for Science in the Public Interest, 1976 ($5.50) An experiential learning guide for high school teachers. Leads students from examination of their personal "foodways" to an understanding of nutritional needs and deficiencies in the U.S. and abroad. Order from CSPI, 1755 S St. NW, Washington, DC 20009.

Kutzner, Patricia L., and Stoerkel, Linda. Have you ever been hungry? New York: United Church Press, 1978 ($3.95) A six chapter school curriculum guide for grades 3-4, 5-6, 7-8, introducing children to world hunger. Stresses awareness of nutritional needs and creates an appreciation for the food habits of other cultures. Order from United Church Board for Homeland Ministries, Division of Publication, 132 W. 31st, New York, NY 10001.

Otero, George, and Smith, Gary. Teaching About Food and Hunger: 33 Activities. 1978 ($9.95) Describes classroom activities and discussion starters. Order from Center for Teaching International Relations, University of Denver, CO 80208.


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Science for the People. Feed, Need, Greed. A High School Curriculum. 1980 ($5.50) Activity oriented presentation of the political and economic issues surrounding food, resources and population. Order from: Science for The People, 897 Main St., Cambridge, MA 02139.

## KITS AND FILMSTRIPS

Economics and the Global Society. Educational Audio Visual, Pleasantville, NY 10570. Introduces economic concepts, systems, development, and interdependence. Designed for grades 6-12. Includes 3 sound filmstrips (with cassettes or LP's), plus a simulation exercise on control of the seas, visuals, case studies, and selected readings for a class of 36 students. $106. Stock # 7KF6052.

Ending Hunger: It's Possible, It's Happening. American Friends Service Committee. 15 Rutherford Pl., New York, NY 10008. Simulation game plus set of in-depth study materials. ($5.50)

Food First. Institute for Food and Development Policy, 2588 Mission St., San Francisco, CA 94110. Two 15-minute color/sound filmstrips with teacher's guide. 1979. ($34.00) Why Hunger? and Toward Food Security. Based on the book of the same title, the program seeks to dispel the myth of food scarcity showing the cause of hunger to be the extreme and growing inequity in control over food producing resources.

Hamburger U.S.A. American Friends Service Committee, 2160 Lake St., San Francisco, CA 94121. Deals with economic concentration in food system and ways to be more self-sustaining. 28 minute, 2 part color/sound filmstrips with detailed study guide. 1981 ($60.00)

Hunger Hotline. Church World Service, P.O. Box 968, Elkhart, ID 46515. Introduces hunger facts and global issues via a talk show format. 10 minutes color/sound filmstrip. 1982 ($15.00)

Toward a Better World. The World Bank. Order from International Learning Systems, 1715 Connecticut Ave., N.W., Washington, DC 20009. Gives high school students a comprehensive look at the developing world, plus case studies of India, Kenya, and Mexico. Kit includes student books and pamphlets for a class of 36 students, 5 sound filmstrips, and 5 teaching guides. ($180.) (Review Packet A, without filmstrips, is available for $13.25.)

When the Almsgiving Stops. Key Light, 4266 Balfour Ave., Oakland, CA 95610. Shows the importance of land ownership with its implications for food production and distribution. Sponsored by The Presidential Commission on World Hunger. 22 minute color/sound filmstrip & study guide 1980 ($35.)

Women in Touch. Church World Service, P.O. Box 968, Elkhart, ID 46515. U.S. women reflect on the lives of their sisters in The Third World. 12 minutes color/sound filmstrip & study guide. 1982 ($15.00)

World Hunger: The Reality, The Causes, What You Can Do. Unitarian-Universalist Service Committee, 78 Beacon St., Boston, MA 02108. Designed primarily for adults. Includes eight 1-hour sessions with tape cassette. Planned for use with Frances M. Lappe's and Joseph Collins' 1977 book Food First: Beyond the Myth of Scarcity. (With book $16; without book, $10.)

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## Agriculture and Energy

Brown, Lester and Shaw, Pamela. Six Steps to a Sustainable Society. Worldwatch Paper #48, Washington, DC: Worldwatch Institute 1982 ($2.00) Overview of the challenges ahead and actions required to halt the worldwide environmental crisis that undermines the global economy that is brought about by consuming the productive resources base.

Brown, Lester R. The Twenty Ninth Day. New York: W.W. Norton, 1978 ($4.95) A fascinating analysis of the biological systems on which humanity depends suggesting a coming transformation which will give rise to new social structures and a materially different economic system.

Stokes, Bruce. Helping Ourselves: Local Solutions to Global Problems. New York: W.W. Norton and Company, 1981 ($4.95) Excellent introduction to self-help and local initiative ideas.

The Cornucopia Project of Rodale Press. Empty Breadbasket? The Coming Challenge to America's Food Supply and What We Can Do About It. Emmaus, PA.: Rodale Press, 1981 ($4.95)

U.S. Council of Environmental Quality and The Department of State, The Global 2000 Report To The President of The U.S.: Entering the 21st Century. Vol. 1: The Summary Report. Washington, DC: Superintendent of Documents, 1980 ($3.50) Special Edition with Environmental Projections and The Government's Global Model, New York, NY: Pergamon Press, 1980 ($9.50) Results of 3-year study to discover long-term implications of present world trends in population, natural resources and the environment and to assess the government's foundation for long-range planning. Comprehensive and disturbing.

U.S. Department of Agriculture. Report and Recommendations on Organic Farming. Washington, DC: U.S. Department of Agriculture 1980 (free).

U.S. Department of Agriculture. A Time To Choose. Washington, DC: U.S. Government Printing Office, 1981 ($5.50) A 164 page report distilling two years of analysis of 10,000 pages of testimony and reports on the structure of agriculture and the role of public policy in the future. Raises the important questions, makes some recommendations and being politically savvy, does not answer some questions.

## Economics & Justice

Barnet, Richard J. The Lean Years: Politics in the Age of Scarcity. New York: Simon and Schuster, 1980 ($12.95) Discusses the global struggle for energy, oil, food, minerals, and water. We learn who is in control and what new political directions are necessary to decrease our dependence on these limited resources.

Hansen, Roger and contributors for Overseas Development Council, U.S. Foreign Policy and The Third World: Agenda 1982. New York, NY: Praeger Publishers, 1982 ($7.95) Eighth annual assessment of U.S.-Third World relations including outline of a development policy congruent with the Reagan administration's philosophy and present realities. Statistical Annexes add to thorough, understandable and useful text.


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AUDIO VISUAL RESOURCE
GUIDE ON DEVELOPMENT

## DEVELOPMENT & GLOBAL AWARENESS ORGANIZATIONS

**American Friends Service Committee**
**15 Rutherford Place**
**New York, NY 10003**
**(212) 598-0972**

Films, slides and list by topic available
Food First, I Want to Live, etc
Will refer you to regional offic if you call.

**Bread for the World**
**Order Department**
**6411 Chillum Place, N.W.**
**Washington, DC 20012**
**(202) 722-4100**

Filmstrips on food issues
Hunger & Public Policy
Hunger What Can I Do?

**Church World Service**
**Film Library**
**28606 Phillips Street**
**Elkhart, Indiana 47615**
**(219) 264-3102**

Films & Filmstrips, available (return postage only)
Journey For Survival
Firewood
I Want to Live
Rich and Poor: What Can We Do and others

**Lutheran World Relief**
**360 Park Avenue South**
**New York, NY 10010**
**(212) 532-6350**

Few films
Let My Village Live
Price of Hunger

**Media Relations**
**Maryknoll World Films**
**Maryknoll, NY 10545**
**(914) 941-7590**

Films available
New Zimbabwe

Mennonite Central Committee
Audio-Visuals Library
21 South 12th St.
Akron, PA 17501
(717) 859-1151, ext 283

Filmstrips, slide sets, 16mm films, printed materials Especially for Children section in catalog. Free loan materials

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| | |
|---|---|
| **Oxfam America**<br>**Resource Librarian**<br>**115 Broadway**<br>**Boston, MA 02116**<br>**(617) 482-1211** | **Films, slide shows, and list**<br>**Hunger Knows My Name**<br>**3900 Million and One**<br>**Price of Hunger**<br>**Hamburger USA** |
| **Southeast Asia Resource Center**<br>**198 Broadway**<br>**Suite 302**<br>**New York, NY 10038**<br>**(212) 964-6730** | **Slide show, film**<br>**The Gentle People**<br>**This Shattered Land** |
| **U.S. Agency for International Development**<br>**National Audio Visual Center**<br>**Information Center**<br>**Washington, DC 20409**<br>**(202) 736-1896** | **List of films, sale or rent**<br>**Haiti: Mountains to Cross (Contact Susan Scharfman)**<br>**(202) 632-8534** |
| **U.S. Committee for UNICEF**<br>**331 East 38 Street**<br>**New York, NY 10016**<br>**(212) 686-5522** | **Variety of films, slides and list. Also available from local committees.**<br>**Journey For Survival, Edge of Survival.** |
| U. S. Committee for UNICEF,<br>Southeastern Regional Office<br>3384 Peachtree Road, N.E.,<br>Suite 418<br>Atlanta, Ga. 30326<br>404: 233-9429 | See list of films available from Atlanta office. Art exhibits from children in other countries are loaned to schools, private groups. Free loan films, exhibits. |
| **United Nations High Commissioner For Refugees**<br>**Washington Liaison Office**<br>**1785 Massachusetts Avenue, N.W.**<br>**Washington, DC 20036**<br>**(202) 387-8546** | **List of films, refugee issues,**<br>**Sanctuary: An African Epic**<br>**over 100 films for sale and rental** |

This list was originally compiled by CARE and updated by INSA. Check local public and university libraries in your area for films and other materials.



BEST COPY AVAILABLE

Southeastern Regional Office: Suite 418, 3384 Peachtree Road, N.E., Atlanta, GA 30326 (404) 233-9429

United States Committee for
UNICEF
United Nations Children's Fund

A future for every child.

## UNICEF FILM DESCRIPTIONS

These films are 16 mm color films about UNICEF's work in developing countries. Listed below are the film titles currently available from our office. When placing a request, please give at least two choices for film titles or dates for showing. For information regarding films not listed herein, or black-and-white films, please contact the Audio-Visual Specialist, U.S. Committee for UNICEF, 331 East 38th Street, New York, 10016, (212) 686-5522. Thank you.

### For Ages 10 and Under:

*The Paper Kite (20 minutes).* The hero of this puppet film is a Norwegian boy who can fly with his magic kite. He visits three villages in different parts of the world, symbolically bringing with him UNICEF assistance.

*UNICEF Children's Day Parade and Festival (6½ minutes).* This short film documents the 1973 New York City Children's Day Parade and Festival, sponsored by the U.S. Committee for UNICEF. It provides a clear picture of what elements go to making up the successful planning and staging of such an event.

*UNICEF's Halloween Turtle (5 minutes).* The story of UNICEF explained by the Halloween turtle.

*The Wonderful Machine (9 minutes).* The story of UNICEF from its beginning to the present, using puppets, live footage, and the UNICEF "Machine."

### For Ages 10 through Junior High:

*A Nomad Boy (20 minutes).* Life is changing for Ismael, a 12 year old Nomad boy; a teacher now travels with his group. Viewers learn about the lives and schools of Somalia's nomads.

*Patal Ganga: River of the Gods (23 minutes).* A legend comes to life for the Indian village of Maneela with the help of UNICEF and WHO assisting in a clean water supply program.

*Sonar Bangla (14½ minutes).* Ten million Bengali refugees, who have returned to their homeland from refugee camps in India, reconstruct their way of life: holding classes in the open fields, digging wells to provide safe drinking water--all with the aid of UNICEF-supplied equipment.

*Village on Stilts (20 minutes).* The story of an 11 year old African boy growing up in Granvie, a fishing village in Benin, where the houses are built on high stilts above the water.



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For ages Junior High, High School, and adult:

*All Our Futures (28 minutes).* Narrated by Peter Ustinov, this film traces the history of UNICEF from its first years in post-war Europe to its current development work for children in over 100 countries. Excellent overview.

*Beyond Hunger (16½ minutes).* There has been little change in the refugee camps of Somalia. This documentary shows the continued hardship and bitterness in the camps and how UNICEF and other agencies are still working to improve medical care, sanitation, and the drilling of special wells to provide clean water. Narrated by Liv Ullmann.

*A Book for Every Child (9 minutes).* Enormous book shortages plague nearly every emerging nation. The creative potential of teachers is being tapped in Hong Kong, India, Thailand, and Uganda, where they are writing, illustrating, and even hand-producing books for their own classrooms. From them, children are also learning to make this most basic teaching tool, carrying out the self-help principle of UNICEF.

*A Child's Horizon (25 minutes).* Filmed in Bangladesh, Colombia, Guatemala, India, Malawi, and the United States, this film on blindness tells of the tragedy and how it is made more tragic when the leading causes of blindness persist despite available means of prevention.

*The Edge of Survival (13 minutes).* This film, about the refugees in Somalia and the emergency situation that exists there, shows the involvement of UNICEF and other agencie and tells what is needed (medicine, nutritional care, etc.) to improve the surroundings.

*Energy: Two Ways of Life (29½ minutes).* This film documents in meaningful terms how the choice of available energy sources affects the daily lives of the children in two families: the Cheges of Nairobi, Kenya, and the Daniels of Albany, New York, U.S.A. The importance of "human" energy is also graphically shown, with special emphasis on the UNICEF-assisted village technology programs in Africa.

*Especially the Children (20 minutes).* Narrated by Liv Ullmann, this film shows the desperate need for food and emergency services around the world and how UNICEF is workin with most developing countries to meet these basic needs. Filmed on location in Egypt, Ethiopia, India, Lebanon, Mali, Mexico, Nepal, Peru, and the Philippines.

*Ethiopia: Parched Land and Promises (12 minutes).* The drought in Ethiopia has stretched out over 9 of 14 provinces. The severity of this natural disaster and the current conflict in the region have driven over 2.5 million people from their homes and have exposed over 5 million people to dangerous famine. The most affected are the children. UNICEF, in cooperation with other agencies, has launched a major relief program in Ethiopia, through the country's relief and rehabilitation commissioner.

*A Future for Every Child (9 minutes).* An animated, non-narrative film depicting the effects of checked--and the dangers of unchecked--population growth.

*A Grain of Sand (13½ minutes).* This delightful film tells the UNICEF story simply and dramatically in two parts. The first part uses William Blake's poem narrated over a graphic animation by Ronald Seale. The second part features a day in the life of a Tunisian boy.

*Greetings (8½ minutes).* UNICEF card designs, still photographs, action photography, and an original musical score blend with the everyday sounds of children at play. Especially useful in art classes.


BEST COPY AVAILABLE

*The Hidden Treasure (15 minutes).* The people of northern Pakistan were able to get very little of their drinking water from the monsoon rains as this water that falls disappeared into the mountains during the six-month rains. Now, with the assistance and planning of UNICEF, a Pakistani team is "mining" the mountains for water.

*Hope in Kampuchea (10 minutes).* This film describes the assistance given by UNICEF and the International Red Cross to the Cambodian people during the emergency. It also shows the areas in which these agencies are involved on a long-term, more permanent basis.

*Hungry Angels (20 minutes).* Three Guatemalan children, born on the same day in the same hospital ward, fight for life when malnutrition results from improper nutritional practices. Especially recommended for nursing and nutrition students.

*It's The Same World (20 minutes).* Marking the International Year of Disabled Persons, this film shows brief scenes describing the conditions of disabled persons in Egypt, Ethiopia, India, Indonesia, Lebanon, Mexico, Peru, the Philippines, and Canada.

*Journey for Survival (A Water Decade Film -- 15 minutes).* The United Nations declared 1981 through 1990 the decade for drinking water and sanitation. This film shows the constant journey for survival and the collective efforts of nations and international organizations to bring an end to the quest.

*Karamoja Reborn (12 minutes).* This film shows how the children of the once famine-stricken Karamoja region of Uganda are now full of energy and eagerly cram the classrooms, enthusiastically absorbing what is being taught. UNICEF played a key role in bringing food supplies during the height of the emergency and has now taken the lead in directing the U.N. program in Karamoja.

*Land of the Gods: Nepal (25 minutes).* This film examines the needs of Nepal's children in the areas of nutrition, basic health, education, and water. Against the country's cultural and geographical background, the film shows the teaching of proper sanitation methods to mothers and children, as well as the importance of good health and nutrition. Also shown is the assistance UNICEF is giving in providing equipment and materials, such as pipelines, text books, and the training of workers.

*Land of No Return ( 12 minutes).* This film shows the hunger and helplessness that stalked the Karamojang people of Uganda. UNICEF, in cooperation with other agencies, launched a relief effort to help the once proud and independent people of northern Uganda regain their way of life.

*Life in the Developing World: Haiti (28½ minutes).* In order to modernize, Haiti first has great needs for educating her people; some eighty percent of those over 15 years of age lack basic educational training. UNICEF and other international agencies are trying to expand educational programs in Haiti.

*Mache Bhate Bangalee (18 minutes).* The people of Bangladesh are making remarkable progress in meeting their own nutritional needs with the help of UNICEF and the government of Thailand which have provided a special breed of fish that is now being cultivated and distributed to farmers and families throughout the country.

*A Matter of Time (18 minutes).* Using montage techniques, this films highlights UNICEF's history and projects.

*Danny Kaye: The Pied Piper (27 minutes).* UNICEF's "Goodwill Ambassador" retraces the steps of his famed tour through Asia of more than 20 years ago, visiting children in the Philippines, Japan, Thailand, Singapore, India, and Bangladesh.

BEST COPY AVAILABLE

*Remember Me (16 minutes).* A film about boys and girls in countries such as the U.S.A., Guatemala, Thailand, Nepal, Bangladesh, Egypt, and Tanzania, and their dreams that they may never realize. Some of these children will call their work their life! This film was produced for the 1979 International Year of the Child.

*The Silent Sky (7 minutes, 55 seconds).* Documents the drought and resultant hunger and famine in Ethiopia. Scenes at the Dessi shelter show the immediate means undertaken to combat famine and disease. Concluding sequences deal with a helicopter survey of conditions along the borders of Somalia and Kenya. Both the effects of famine and the necessity for sophisticated prevention methods are graphically shown.

*Strategy for Growth (12 minutes).* This film described UNICEF's new policy to give more attention to the prevention of disability and the treatment of those children already impaired.

*A Tough Place to Play (15 minutes).* This film depicts urbanization and poverty in a developing nation, emphasizing social science concepts such as access to resources, migration, self-reliance, and the survival skills of urban dwellers.

*Water for All (13 minutes).* Filmed in Bangladesh, Lebanon, Yemen, and the Sudan, this film shows how UNICEF-financed wells are bringing clean water to some villages, while in other places people must still make long journeys to find only impure water.

*Water Means Life (20 minutes).* This film examines the problem of clean versus contaminate water in the developing world and the assistance UNICEF is giving in providing equipment, training health workers and providing engineering supervisors. Filmed on location in Tanzania, Yemen, India, Bangladesh, Vietnam, and Guatemala.

*When a Man Hungers (28 minutes).* This excellent documentary of the 1966-7 drought in Bihar, India, captures the excitement and industry of the people when UNICEF and other agencies aid government efforts to fight the resultant famine. Of particular interest is a sequence demonstrating the age-old methods of water supply.

The Urban Challenge Series: Recommended Especially for Urban Studies Classes

*Part I-City Countdown (20 minutes).* This film identifies urban problems in developed and developing countries, as reflected in the slums of Bangkok, Lima, and New York. It analyzes rural migration and city life, and explores the effect of urban poverty upon the child and the family, and the need for urban planning.

*Part II-Deciding a Future (20 minutes).* The focus of this episode is improvement--if only temporary--through local planning in meeting the urban challenge. The film illustrates the specific ways in which relevant change is brought about in locally planned and controlled community development projects.

*Part III-Learning a Living (20 minutes).* This film deals with the aspirations of the urban poor and with education as the means for achieving these desires.

Spanish Language Films:

*Joselito (16 minutes).* The story of a particular child in the Philippines who suffers from malnutrition and his treatment and the re-education of his mother.

*Journey for Survival (15 minutes).*

*Journey Towards Peace (Viaje Hacia La Paz, 14 minutes).*

*Remember Me (16 minutes).*

*Sonar Bangla (14½ minutes, for ages 10 through junior high school).*

*Children of The World Series (Ninos del Mundo):*

*Guatemala (28 minutes).*

*Chile (28 minutes).*

*Brazil (Brasil) (28 minutes).*

*Children of Africa (Ninos de Africa, 14 minutes -- Black and White).*

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Older Films, Available Only Through the New York Offices:

*Joselito (English language, 16 minutes-- see Spanish films heading for description).*

*New Paths in Puno (15 minutes).* A film about the UNICEF-assisted preschool education program in the Puno area of Peru. While learning about how UNICEF applies the "village worker" approach to education. Viewers will delight in the scenes of Peruvian children.

*Starting From Scratch (27 minutes).* The people of Tanzania are working together in self-help projects assisted by UNICEF. This film illustrates UNICEF's role in improving child-care services in developing countries.

*Tears of Sand (16 minutes).* Mustapha Sidat, a Mauritanian doctor, cares for his nomad people, with the help of UNICEF, in a tent encampment.

*Path to Solution (10 minutes).* Filmed on location in Trinidad and Tobago, this film examines the problem of gastroenteritis and diarrheal diseases in children. The ways of dealing with this common child health problem include: nutrition education, breast-feeding, proper sanitation, and the use of clean water supplies. Especially recommended for nursing students.

For further information on these films or to make reservations, contact the U.S. Committee for UNICEF's New York Office at 331 East 38th Street, New York City, 10016

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For information or reservations for any of the listed films, contact the U.S. Committee for UNICEF, Southeastern Regional Office, 3384 Peachtree Road, N.E., Suite 418, Atlanta, Georgia, 30326, (404) 233-9429.

From: INTERCOM 102, "Food for All, Teaching Against Hunger." Published by Global Perspectives in Education, Inc.

# Resources For Teaching About Food and Hunger

## Books/Articles for the Teacher


Barnet, Richard J. *The Lean Years: Politics in the Age of Scarcity*. New York: Simon & Schuster, 1980.

Brewster, Letitia, and Jacobson, Michael F., Ph.D. *The Changing American Diet*. Washington, D.C.: Center for Science in the Public Interest, 1978. Order from CSPI, 1755 S St., N.W., Washington, D.C. 20009.

Brown, Lester R. *The Twenty-Ninth Day*. NY: W. W. Norton, 1978.

George, Susan. *How the Other Half Dies: The Real Reasons for World Hunger*. Montclair, N.J.: Allanheld, Osmun & Co. Publishers, 1977.

Hansen, Roger, and contributors for Overseas Development Council. *U.S. Foreign Policy and the Third World: Agenda 1982*. New York: Praeger, 1982.

Lappé, Frances Moore. *Diet for a Small Planet*. New York: Ballantine Books, 1975.

Lappé, Frances M., and Collins, Joseph. *Food First*. New York: Ballantine Books, 1979.

Lerza, Catherine, and Jacobson, Michael, eds. *Food for People, Not for Profit*. New York: Ballantine Books, 1975.

Linowitz, Sol. *World Hunger: A Challenge to American Policy*. Headline Series 252. New York: Foreign Policy Association, 1980.

Merrill, Richard, ed. *Radical Agriculture*. NY: Harper & Row, 1976.

The Report of the Independent Commission on International Development Issues (Brandt Commission). *North-South: A Program for Survival*. Cambridge, Mass.: MIT Press, 1980.

Rifkin, Jeremy. *Entropy*. New York: The Viking Press, 1980.

Simon, Arthur. *Bread for the World*. New York: Paulist Press, 1975.

Stokes, Bruce. *Helping Ourselves: Local Solutions to Global Problems*. New York: W. W. Norton, 1981.

Wortman, Sterling, and Cummings, Ralph. *To Feed This World*. Baltimore: Johns-Hopkins University, 1978.


## Books/Articles for the Students


Asimov, Isaac. *Earth: Our Crowded Spaceship*. UNICEF #5033.

Drummond, A. H., Jr. *The Population Puzzle*. Reading, Mass.: Addison-Wesley, 1973.

Halacy, Daniel. *Feast and Famine*. Philadelphia: Macrae Smith, 1971.

Jones, Claire. *Pollution: The Population Explosion*. Minneapolis: Lerner Publishing Co., 1972.

Perl, Lila. *The Global Food Shortage*. New York: Morrow, 1976.

Pringle, Laurence. *Our Hungry Earth: The World Food Crisis*. New York: Macmillan, 1976.

Raskin, Edith. *World Food*. New York: McGraw-Hill, 1971.


## Curriculum Units/Kits

Bread for the World Education Fund. *When I Was Hungry*. 1980 ($3.00). A hunger course for high school students in 12 lessons. Accompanying teacher's manual ($6.00) and action packet ($2.00). Order from Bread for the World Education Fund, 32 Union Square East, New York, NY 10003.

*Ending Hunger: It's Possible, It's Happening*. American Friends Service Committee, 15 Rutherford Pl., New York, NY 10003. Simulation game plus study materials ($5.50).

Katz, Deborah, and Goodwin, Mary T. *Food: Where Nutrition, Politics and Culture Meet*. Washington, D.C.: Center for Science in the Public Interest, 1976 ($5.50). Leads high school students from an examination of their personal "foodways" to an understanding of nutritional needs and deficiencies in the U.S. and abroad. Order from CSPI, 1755 S St., NW, Washington, DC 20009.

Kutzner, Patricia L., and Stoerkel, Linda. *Have You Ever Been Hungry?* New York: United Church Press, 1978 ($3.95). A six-chapter school curriculum guide for grades 3-4, 5-6, 7-8, introducing children to world hunger. Order from United Church Board for Homeland Ministries, Division of Publications, 132 W. 31st St., New York, NY 1001.

Otero, George, and Smith, Gary. *Teaching About Food and Hunger: 33 Activities*. 1978 ($9.95) Order from Center for Teaching International Relations, University of Denver, Denver, CO 80208.

Science for the People. *Feed, Need, Greed: A High School Curriculum*. 1980 ($5.50). Order from Science for the People, 897 Main St., Cambridge, MA 02139.

## Simulation Games

BALDICER. Players manage the world's food supply. If unsuccessful in providing for the people they are responsible for feeding, they "die" and remain in the game as the world's conscience. 20 players, 2 hours. Available from SIMILIE II, PO Box 1023, La Jolla, CA 92037.

STARPOWER. Students build a low-mobility three-tiered society through the distribution of wealth in the form of chips. Stimulates discussion about the use of power. 35 players, 2 hours. POWDERHORN is a simplified version for about the sixth grade level. Available from SIMILIE II, PO Box 1023, La Jolla, CA 92037.

## Films/Filmstrips

"Beyond the Next Harvest," 27 min., color, 1975. Outlines recent global developments of the world food problem. Mass Media Ministries, 2116 N. Charles St., Baltimore, MD 21218.

"Food First," two 15 min., color, 1979. Dispels the myth of food scarcity, showing the cause of hunger to be the extreme and growing inequity in control over food producing resources. Institute for Food and Development Policy, 2588 Mission St., San Francisco, CA 94110.

"Food for 6,000 Million," 32 min., color, 1977. A film on the Green Revolution. American Hoechst Corp., Public Relations, Rt. 202-206 N., Somerville, NJ 08876.

"Hamburger U.S.A.," 28 min., color, 1981. Deals with economic concentration in the food system and ways to be more self-sustaining. American Friends Service Committee, 2160 Lake St., San Francisco, CA 94121.

"Hunger Hotline," 10 min., color, 1982. Introduces hunger facts and global issues via a talk show format. Church World Service, P.O. Box 968, Elkhart, IN 46515.

"The Land: A New Priority," 27 min., color, 1976. Contrasts the colonial tradition of using land for cash crops with new priority of feeding one's own people. National Film Board of Canada, 1251 Avenue of the Americas, 16th floor, New York, NY 10020.

"The Right to Eat," 30 min., color, 1975. Features a nine-point charter on the right to eat and positive steps to end world hunger. American Freedom From Hunger Foundation, 1625 Eye St., NW, Washington, DC 20006.

"Tragedy or Triumph," 28 min., color, 1974. U.N. film focuses on issues raised at the World Food Conference in 1974. Points to causes of the world food problem and solutions to increase food production. AV Media, Inc., 324 North Fairfax St., Alexandria, VA 22307.

"When the Almsgiving Stops," 22 min., color, 1980. Shows the importance of land ownership with its implications for food production and distribution. Sponsored by the Presidential Commission on World Hunger. Key Light, 4266 Balfour Ave., Oakland, CA 95610.

## Resource Bibliographies


Fowler, Kathryn M., ed. *Hunger: The World Food Crisis*. Washington, D.C.: National Science Teachers Association, 1977.

*Resource Directory*. National Committee for World Food Day. 1776 F Street N.W. Washington, D.C. 20437.

Worthington, Linda, ed. *Who's Involved with Hunger: An Organization Guide*. World Hunger Education Service, 2035 P Street, NW, Washington D.C. 20036.

# RECIPES

## This chart shows how complete protein can be obtained from meatless meals. (Each serves 4-6).

1. **Choose one ingredient from each of the five columns.**
2. **Mix together ingredients from the first four columns.**
3. **Pour into greased casserole dish; bake 30 mins. at 375.**
4. **Top with one choice from column 5; bake 15 mins. at 325.**
5. **Salt to taste at the table. Serve with bread and salad.**

### complementary proteins

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| **2 cups cooked** | **1 cup cooked** | **1 can soup & ¾ cup water** | **1½ cups vegetables** | **3-5 Tbs. topping** |
| brown rice | soybeans | cream of tomato | browned celery & green onions | wheat germ |
| enriched macaroni | lima beans | cream of potato | mushrooms & bamboo shoots | slivered almonds |
| corn | peas | cream of mushroom | browned green pepper & garlic | fresh whole wheat bread crumbs |
| enriched spaghetti | kidney beans | cream of celery | cooked green beans | sesame seeds |
| converted white rice | black beans | cheddar cheese soup | cooked carrots | debittered brewer's yeast |
| enriched noodles | garbanzos (chickpeas) | cream of pea | browned onion & pimiento | sunflower seeds |

From a Nutrition/World Hunger educational kit produced by the U.S. Committee for UNICEF. Reprinted by permission.

From

# HAITI

## PLAT NATIONAL (pla na-see-o-NAHL)

Serves 4 ♦♦♦

A basic food of Central and South America and the islands of the Caribbean, is the kidney bean. Because kidney beans are rich in protein, they're often combined with corn or rice to make a nourishing meatless meal. One bean combination is so popular in Haiti that it's called *Plat National*, or national dish.

Haitian cooking is quite spicy, but we've made the hot pepper sauce in this recipe optional. If you want to be cautious, sprinkle a little on one part of your serving of rice and beans after you get to the table.

BEFORE BEGINNING: Dried kidney beans need to be softened before they're cooked, so plan ahead. Soak one day; cook the next. You can also use canned beans which don't need soaking.

### INGREDIENTS

- 1 cup dried kidney beans (or 1 10-oz. can, drained)
- 3 cups water
- 4 stripe bacon
- 2 medium onions
- 1 cup uncooked rice
- pinch of ground cloves
- 1 t. salt
- ⅛ t. pepper
- few drops hot pepper sauce (optional)

### EQUIPMENT

measuring cups
mixing bowl
saucepan
large frying pan
fork
paper towel
paring knife
mixing spoon
serving platter

### HOW TO MAKE:

NOTE: If canned beans are used, begin the recipe at step 4.

1. In the mixing bowl, soak the beans in water overnight. (A quicker way is to pour boiling water over the beans to cover. Let them stand 2 hours.)
2. Two hours before you want to serve them, put the beans and the water in which they soaked into the saucepan and bring them to a boil over moderate heat. There should be enough water to cover the beans. Add more if it is needed.
3. Let the beans simmer, covered, for an hour or more until they are tender.
4. Put the 4 strips of bacon into the frying pan and cook over low heat until the bacon is crisp and brown. Turn off the heat and remove the bacon to the paper towel. Pat it dry. Then pour all but 3 tablespoons of bacon grease out of the frying pan (pour it into an empty bowl or container).
5. Peel and dice the onions. Then put them into the frying pan with the 3 tablespoons of bacon grease.
6. Sauté the onion in the bacon grease over low heat for two minutes or more until the onion has turned golden in color.
7. Add the beans and the water to the frying pan. Stir.
8. Crumble the bacon. Add the rice, cloves, salt, pepper, and bacon to the beans. If you're using hot pepper sauce, now is the time to add a few drops. Stir well.
9. Let the mixture simmer for 45 minutes over low heat until the rice is soft. The water should all be gone when the rice is ready to serve. If the mixture gets too dry before the rice is done, add a little more water.
10. Turn it out onto a platter and serve at once.
11. Put the hot pepper sauce on the table for those who may like a more highly spiced taste.

FROM: Many Friends Cooking, by Marilyn Ratner and Terry Cooper. New York: UNICEF, 1979.

# INDIA

## Dhal Rice or Kichree

1/2 cup rice
1/2 cup dhal
2 cloves
2 cardamoms
2 cups water
3 tablespoons cooking oil
1 medium sliced onion
4 cloves of garlic, sliced
1 large tomato
green chillie (chili) to taste (optional)
Salt to taste

Method:
1) clean, wash and drain rice and dhal together
2) heat oil in a vessel
3) fry sliced onion and garlic to a light golden brown
4) add cloves and crushed cardamom and green chillie, and fry for a couple of seconds
5) add the washed dhal and rice and fry for a minute or so
6) add diced tomato
7) add 2 cups of boiling water and salt
8) cover vessel and cook until done.

## Salad (Raita)

1 ripe tomato
1 onion
green chillie to taste
1/2 cucumber
1/4 cup curds (plain yogurt)

Method:
1) slice onion
2) cut tomato into cubes or pieces
3) cut cucumber into pieces
4) mix all the above with curds and salt to taste and serve with rice

---

Recipes, compliments of Mrs. Sujatha de Magry, INSA/INDIA

## Chappatties

2 cups whole wheat flour
1/4 teaspoon salt
water

- mix all to form a soft dough
- divide into 6 to 8 equal portions
- roll out each portion to the size of a 1/2 plate
- place on a hot pan and cook each side for a few seconds then place on direct heat until it puffs up. then place it in a dish lined with a dish towel and cover.

## Vegetable Dish or Potato Pallia

2 large potatoes
2 carrots
1 large onion
1/2 inch piece of ginger
3 or 4 cloves of garlic
green chillie to taste
1+ tablespoons of oil
1/2 teaspoon of mustard seeds
corriander greens optional
salt to taste
2 to 3 tablespoons of raw peanuts (boiled)

Method:
1) peel and dice potatoes and carrots
2) slice onion and garlic and mince ginger and green chillie
3) heat oil, crackle mustard seeds, and add sliced onion, garlic, ginger and chillie and fry until limp.

SdM/mlf
11/83

# Unit Seven
# Evaluation

UNIT 7 EVALUATION

INTRODUCTION:

This unit evaluates the preceeding units included in this curriculum guide. It includes student activities and contains written evaluations for both students and teachers.

SESSION 1 Activities

1. Play the Quiz Bowl Game.
2. Administer written Quiz Bowl Booster Point Activity.
3. Administer Post Test. Discuss any significant changes in attitudes /beliefs that have occured since administering pre-test.
4. Request students evaluate the five unit curriculum.
5. Complete Teacher Evaluation and slide presentation evaluation and return with other comments or suggestions to:

INSA/DEP
P.O. Box 15086
Atlanta, Georgia 30333

# QUIZ BOWL GAME

Directions:

To play this game you will need two desk bells or two other ways to signal the team that wants to answer a question.

1. Several days befor the game, distribute Hunger Outline & Glossary to students. Explain that oral and written quiz questions will be taken from these two handouts.

2. Divide the class into two teams.

3. Each team selects three representative panelists.

4. It is helpful if teams have a chance to practice quizing their panelists prior to the game.

5. ORAL QUIZ
   Two teams are given 15 questions.
   (Panelists can confer prior to ringing bell - not afterward.)
   First to ring bell is allowed to answer question
   Correct answer = 10 points

   If an incorrect answer is given, other team can answer the question and win 10 points.

6. WRITTEN BOOSTER POINTS
   All team members are given the written quiz, (INCLUDE PANELISTS) Five questions for 4 points each = 20 points

7. Total the oral score for each team.
   Total the written score for each team.
   Add written and oral scores and declare winning team.

Possible total scores:

Oral quiz - 15 questions at 10 points each 150 points
Written quiz - 5 questions at 4 points each 20 points x the total no..of students on each team

EHC/cp
7/84

# QUIZ BOWL GAME

Every question is to be answered in its relationship to the hunger and poverty study materials you have received.

1. Two-Part Question:
   (A) For what do the letters P.V.O. stand?
   Private Volunteer Organization
   (B) What is a P.V.O.?
   An agency/group that <u>is not</u> part of the government and is engaged in service work.

2. What is Balance of Trade?
   The difference between a country's exports and imports.

3. If hunger ended in five countries, nearly half the world's people would be fed. Name four of the five countries.
   BANGLADESH, INDIA, INDONESIA, NIGERIA, PAKISTAN

4. UNICEF estimates children who die from undernutrition would survive if they were given support equal to what dollar amount each year? $100.00

5. What is the one way to end hunger?
   There is no one way to end hunger. There are many solutions.

6. Hunger has been considered inevitable since the dawn of history. Why could it end now? We now possess the agricultural and technological resources to end hunger.

7. What is the green revolution?
   Increased farm productivity brought about by introducing high-yield varieties of plants.

8. Name five countries that have ended hunger since World War II.

| | | |
|---|---|---|
| ALBANIA | JAMAICA | ROMANIA |
| ARGENTINA | JAPAN | SINGAPORE |
| BULGARIA | KUWAIT | SOUTH KOREA |
| CHILE | LEBANON | SPAIN |
| CHINA | MALAYSIA | SRI LANKA |
| COSTA RICA | MAURITIUS | TAIWAN |
| CUBA | NORTH KOREA | TRINIDAD/TOBAGO |
| GREECE | PANAMA | URUGUAY |
| HONG KONG | PARAGUAY | USSR |
| HUNGARY | POLAND | VENEZUELA |
| ISRAEL | PORTUGAL | YUGOSLAVIA |
| ITALY | PUERTO RICO | |

9. What is Appropriate Technology?
   Tools and technology appropriate to simple, inexpensive, labor-intensive enterprise (WORK) Usually locally built.

10. What is Hunger?
    It is not appetite; it is a debilitating, devastating, intensely painful human experience.

11. Complete this statement: One condition shared by both rural and urban hunger is_____. POVERTY

12. If India alone could feed her people, how many of the world's hungry people would be fed? one-third of the world's hungry

13. Complete this statement: The United Nations estimates the world population in the year 2000 will be_____. SIX BILLION

14. The current world population is_____. 4.6 BILLION

15. Name three reasons the rate of world population growth is down.
    1. medical care (better)
    2. education (better and more)
    3. rights of women
    4. family planning
    5. better nutrition
    6. lower infant mortality

16. Complete this statement: In the last quarter-century, food production has_____. DOUBLED

17. Where do three-fourths of the hungry people live and work in the world? in rural areas

18. Define MALNUTRITION.
    An individual's diet lacks specific nutrients--vitamins and minerals--vital to health and life.

19. How does hunger affect society?
    a. destroys culture and family structure
    b. drains the economy
    c. creates divisions and antagonisms among people
    d. makes governments unstable

20. How many people die each year as a result of hunger and starvation?
    13 to 18 million — 24 every minute
    35,000 every day — 18 children/minute

21. What is the IMR? Infant Mortality Rate
    the number of deaths of infants under one year of age for each 1,000 births in a given year.

22. Define famine/starvation. Lack of access to food caused when drought, flood or war disrupts the availability of food in a society of chronically undernourished people.

23. How does hunger affect people?
    the ability to work productively
    the ability to think clearly
    the ability to resist disease

24. Define chronic undernutrition.
    The consumption over a long period of time of fewer calories and less protein than are needed by the body.

25. Considering only those continents with countries which have populations over one million, where does hunger persist?
    a. East and Southeast Asia
    b. Indian Subcontinent
    c. Middle East
    d. Africa
    e. Latin America and the Caribbean

26. What is meant by self-sufficiency? Growing enough food to feed yourself or to make enought money to buy the food you need.

27. What is man's oldest enemy? HUNGER

28. Since the end of World War II, how many countries have ended hunger? 35

29. Define Birth Rate. Number of births per 1,000 population

30. Define Multilateral Aid. Assistance coordinated among many nations and distributed from an internationally-funded organization.

TEAM BOOSTER POINTS

Name

Period

Team A B

1. Match the following:

_____ a. chronic undernutrition
_____ b. malnutrition
_____ c. famine and starvation
_____ d. hunger

1. no appetite; a debilitating, devastating, intensely painful human experience

2. a state in which an individual's diet lacks specific nutrients vital to health and life

3. widespread lack of access to food

4. the consumption over a long period of time of fewer calories and less protein than are needed by the human body

2. Circle the letter by the correct answer.

Hunger hinders an individual's ability to...
a. work productively.
b. think clearly.
c. resist disease.
d. all of the above.

3...Place a check next to the country having the greatest number of hungry people.

a._____China
b._____India
c._____Pakistan
d._____Indonesia

4. Match the following:

_____a. 7 billion

_____b. 13-18 million

_____c. 4.6 billion

_____d. 6 billion

1. Current population of the world
2. UN estimate of world population in year 2000
3. Current food production could feed this many
4. Number of people who die annually of hunger

5. _____a. GNP

_____b. IMR

_____c. UN

_____d. PVO

1. Total value of all goods and services produced by a country in one year
2. An agency that is not part of the government and is engaged in service work
3. Agency that promotes international cooperation and peace
4. Number of deaths before age one per 1,000 births

TEAM BOOSTER POINTS

KEY

Name

Period

Team A B

1. Match the following:

| | | |
|---|---|---|
| 4 | a. | chronic undernutrition |
| 2 | b. | malnutrition |
| 3 | c. | famine and starvation |
| 1 | d. | hunger |

1. no appetite; a debilitating, devastating, intensely painful human experience

2. a state in which an individual's diet lacks specific nutrients vital to health and life

3. widespread lack of access to food

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POST TEST

NAME_____ GRADE_____

TEACHER_____ DATE_____

1. Are there people in Atlanta who don't have enough food to eat?
_____yes _____no

2. Do people in the world now grow enough food to feed everyone in the world? _____yes _____no

3. The biggest problem of hunger is getting the food to the people who need it. _____yes _____no

4. How many of the people in the world go to bed hungry each night? _____1 out of 25 of us _____1 out of 10 of us
_____1 out of 4 of us

5. Most of the hungry people in the world live in:
a._____North America b._____Europe c._____China
d._____Indian Subcontinent e._____African Continent

6. What is the best way for Americans to help starving people?
a._____Feed them with extra food we grow b._____Teach them how to grow and distribute their own food
c._____Let each country solve its own problem.

7. Most hungry people are: a._____poor and can't buy or grow enough food b._____unable to read and write
c._____the victims of famine or wars

8. For my body to remain well nourished I need:
a._____less than 2,000 calories 20 protein grams each day
b._____3,600 calories 90 protein grams each day
c._____2,300 - 2,700 calories 60 protein grams each day
d._____1,800 calories 40 protein grams each day

9. List the four basic food groups and the number of servings of each group you should eat each day.

| Food Group | Number of Servings |
|---|---|
| 1. | 1 |
| 2. | 2 |
| 3. | 3 |
| 4. | 4 |

10. My past experience with poor and hungry people includes: (Check all answers that are true for you.)
    a._____giving money to organizations that help the poor
    b._____giving food to feed the hungry
    c._____talking about hunger and poverty with a person from another country
    d._____I have given my time in service to help the poor and hungry people
    e._____I have seen or heard for myself how my work or gifts have helped other people

11. I would like to become personally involved in a project concerned with hunger and poverty. _____yes
    _____no

    (If "yes" continue with Question 13.)
    (If "no" continue with Question 12.)

12. At this point in time I don't want to become personally involved in a hunger and poverty project because:
    _____

13. I believe the best way(s) to help poor and hungry people is (are) to: _____ give them food or money
    _____ give them the tools and supplies to grow their own food
    _____ teach them how to help themselves
    In question #13 the desired responses have been checked.

OTHER COMMENTS:

POST TEST

KEY

NAME_____ GRADE_____

TEACHER_____ DATE_____

1. Are there people in Atlanta who don't have enough food to eat?
   __x__yes _____no

2. Do people in the world now grow enough food to feed everyone in the world? __x__yes _____no

3. The biggest problem of hunger is getting the food to the people who need it. __x__yes _____no

4. How many of the people in the world go to bed hungry each night? _____1 out of 25 of us _____1 out of 10 of us
   __x__1 out of 4 of us

5. Most of the hungry people in the world live in:
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   d.__x__Indian Subcontinent e._____African Continent

6. What is the best way for Americans to help starving people?
   a._____Feed them with extra food we grow b.__x__Teach them how to grow and distribute their own food
   c._____Let each country solve its own problem.

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   c._____the victims of famine or wars

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   a._____less than 2,000 calories 20 protein grams each day
   b._____3,600 calories 90 protein grams each day
   c.__x__2,300 - 2,700 calories 60 protein grams each day
   d._____1,800 calories 40 protein grams each day

9. List the four basic food groups and the number of servings of each group you should eat each day.

| Food Group | Number of Servings |
|---|---|
| 1. Milk Group | 1. 3 servings |
| 2. Meat Group | 2. 2 servings |
| 3. Fruit-Vegetable Group | 3. 4 servings |
| 4. Grain Group | 4. 4 servings |

KEY

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__x__ teach them how to help themselves
In question #13 the desired responses have been checked.

OTHER COMMENTS:

## STUDENT RATING OF UNIT MATERIALS AND UNIT ACTIVITIES

Name _____ School _____

Period _____ Date _____

For every activity/speaker check one answer in each column. If you missed the presentation check the box in the first column and go to the next activity.

| ACTIVITIES | missed the activity | INFORMATIVE: not at all | INFORMATIVE: somewhat | INFORMATIVE: yes completely | INFORMATIVE: no opinion | MADE ME THINK ABOUT THE SUBJECT: not at all | MADE ME THINK ABOUT THE SUBJECT: somewhat | MADE ME THINK ABOUT THE SUBJECT: yes completely | MADE ME THINK ABOUT THE SUBJECT: no opinion | INCREASED MY INTEREST IN THE SUBJECT: not at all | INCREASED MY INTEREST IN THE SUBJECT: somewhat | INCREASED MY INTEREST IN THE SUBJECT: yes completely | INCREASED MY INTEREST IN THE SUBJECT: no opinion |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (1). Slide Presentations: | | | | | | | | | | | | | |
| INSA/HAITI | | | | | | | | | | | | | |
| INSA/People & Projects in Haiti. | | | | | | | | | | | | | |
| additional comments: | | | | | | | | | | | | | |
| (2) Group Games: | | | | | | | | | | | | | |
| RICHMAN-POORMAN QUIZ BOWL GAME | | | | | | | | | | | | | |
| additional comments: | | | | | | | | | | | | | |
| (3) HANDOUTS & READINGS | | | | | | | | | | | | | |
| UNIT I Personal Nutrition | | | | | | | | | | | | | |
| UNIT II Facts about Hunger | | | | | | | | | | | | | |
| UNIT III Haiti a developing country | | | | | | | | | | | | | |
| UNIT IV Water | | | | | | | | | | | | | |
| UNIT V Follow-Up | | | | | | | | | | | | | |

4. The most valuable handout that I received was_____ because:_____

5. My favorite classroom activity was_____because:_____

6. I would like to become personally involved, along with others from my school,in a project related to international hunger and poverty.

_____ yes _____ no _____ undecided

I answered this way because I feel:_____

7. I suggest the following:

a. about the Hunger/Poverty Unit: _____

b. about ways in which I would like to become involved:_____

Name_____ No. of Students_____

School_____ Age of Students_____

Teacher Evaluation
"Teaching About Developing Nations---
The Role of Food and Hunger"

Evaluate the following list of materials and activities on a scale from one to five. One being poor and five being excellent. Place a check in the appropriate box.

| MATERIAL/ACTIVITY | Did Not Use | Poor 1 | Fair 2 | Average 3 | Good 4 | Excellent 5 |
|---|---|---|---|---|---|---|
| Unit 1 PERSONAL NUTRITION | | | | | | |
| Pre Test & Key | | | | | | |
| Reading: Food is More... | | | | | | |
| Reading: How to Eat | | | | | | |
| Activity: Personal Food Survey | | | | | | |
| Activity: Guide to Good Eating | | | | | | |
| Activity: Personal Food Inventory | | | | | | |
| Game: Rich Man-Poor Man | | | | | | |
| Unit 2 FACTS ABOUT HUNGER | | | | | | |
| Reading: Descent into Hunger | | | | | | |
| Reading: Why is there Hunger? | | | | | | |
| Reading: What & Where of Hunger | | | | | | |
| Reading: Digging to the Roots... | | | | | | |
| Reading: UNICEF's World | | | | | | |
| Reading: Hunger in America:1984 | | | | | | |
| Reading: Hunger in the U.S. | | | | | | |
| Location of the World's Hungry | | | | | | |
| World Map | | | | | | |
| UNICEF Infant Mortality... | | | | | | |
| Reading: Hunger & Poverty Outline | | | | | | |
| Reading: Hunger & Poverty Glossary | | | | | | |
| Reading: Hidden Hunger | | | | | | |
| Reading: UNICEF--Malnutrition | | | | | | |

BEST COPY AVAILABLE

| MATERIAL/ACTIVITY | Did Not Use | Poor 1 | Fair 2 | Average 3 | Good 4 | Excellent 5 |
|---|---|---|---|---|---|---|
| Unit 3 HAITI: A DEVELOPING NATION | | | | | | |
| Background Information Sheet | | | | | | |
| Haiti Puzzle | | | | | | |
| Reading: INSA Haiti Fact Sheet | | | | | | |
| Reading: Profile: Haiti—Overcoming | | | | | | |
| Reading: Haiti: Even the Fish... | | | | | | |
| Reading: Life in Haitian Village | | | | | | |
| Reading: Glinting Coins | | | | | | |
| Reading: Unmet Human Needs | | | | | | |
| Reading: Least Developed Countries | | | | | | |
| Unit 4 WATER, WATER EVERYWHERE | | | | | | |
| Reading: UNICEF's World | | | | | | |
| Reading: Water & Health the Facts | | | | | | |
| Reading: Fact Sheet on Water | | | | | | |
| Activity: Water is Precious | | | | | | |
| Film: Journey for Survival | | | | | | |
| Unit 5 FOLLOW-UP | | | | | | |
| Individual Activities | | | | | | |
| Research Activities | | | | | | |
| Classroom Activities | | | | | | |
| World Hunger: K-6 | | | | | | |
| World Hunger: High School | | | | | | |

BEST COPY AVAILABLE

| | MATERIAL/ACTIVITY | Did Not Use | Poor 1 | Fair 2 | Average 3 | Good 4 | Excellent 5 |
|---|---|---|---|---|---|---|---|
| Unit 6 | RESOURCES | | | | | | |
| | World Food Day: K-6 | | | | | | |
| | Selected Resources 7-12 | | | | | | |
| | Resources for Teaching... | | | | | | |
| | Audio Visual Resource Guide | | | | | | |
| | UNICEF Films | | | | | | |
| | Recipes | | | | | | |
| Unit 7 | EVALUATION | | | | | | |
| | Quiz Bowl Game | | | | | | |
| | Team Booster Points | | | | | | |
| | Post-Test | | | | | | |

SLIDE PRESENTATION EVALUATION

The INSA staff would appreciate your taking the time to evaluate the slide presentation(s) you viewed in order to make improvements for future showings. Thank you.

Size of viewing group_____ Date of showing_____Age or grade level_____

| | HAITI slide presentation | INSA: People and Projects in Haiti |
|---|---|---|
| LENGTH: | Good___Too Long___Too short___ | Good___Too Long___Too Short___ |
| PHOTOGRAPHY: | Excellent___Good___Fair___ | Excellent___Good___Fair___ |
| SCRIPT: | Easy to follow_____<br>Appropriate to slides_____<br>Suitable for audience_____<br>Difficult for audience_____ | Easy to follow_____<br>Appropriate to slides_____<br>Suitable for audience_____<br>Difficult for audience____ |
| SUGGESTIONS FOR IMPROVEMENT, and OTHER COMMENTS: | | |

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